

LEADING TEACHERS AND MANAGING CHANGE:
GUIDANCE FOR SCHOOL ADMINISTRATORS

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Abstract

Educators resist change for various reasons. Research indicates that beliefs and attitudes, professional identity, and top-down change in which teachers have little input are 3 factors that drive teachers' decisions to resist or accept change in local school reform efforts. School administrators must be equipped to support teachers' emotional reactions to new initiatives. If not, then increasing student achievement is minimized, and professional capital is jeopardized.

The purpose of this study was to examine school administrators' attitudes about using the Concerns Based Adoption Model (CBAM) and the Triple "I" Change Process in tandem to address teachers' emotional reactions to change. Using a mixed methods explanatory sequential design, participants completed an online pre-assessment (Stages of Concern Questionnaire, SoCQ) to identify concerns about using the CBAM to address teachers' expressions of concern about a process of change. The intervention, a series of professional development designed to equip school administrators with mental tools to lead teachers and manage change simultaneously, was delivered in 4 workshop sessions spread over 2 months.

As a post-assessment, the SoCQ was administered again after the final workshop session concluded. Results from the SoCQ post-assessment were used to determine the extent of change in administrators' expressions of concern about using the CBAM to address teachers' emotional reactions to change. To further understand the quantitative results, one focus group interview and one individual interview were conducted to explore and clarify administrators' perceptions about instilling moral imperatives into organizational practices and perceptions about building capacity for change in teachers.

The results indicate that integrating the CBAM and Triple "I" is a plausible conceptual framework for school administrators to use when addressing teachers' expressions of concern

before, during, and after new school improvement initiatives have been adopted. On this basis, it is recommended that the school district adopt the CBAM professional development as a component of its onboarding process. Further research is needed to uncover the nature of moral imperative as an obligatory force that compels a commitment to change.

Keywords: Change, resistance, concerns, beliefs, attitudes, professional identity, top-down mandated change

Dissertation Advisor: Marcia V. Marinelli

Dedication

This dissertation is dedicated to my family, without whom it would have been impossible to complete:

To my daughters, Jacqueline and Melanie, the essence of my heart, you help me to reflect on faith, hope, and love while at the same time understanding from whence the greatest gift comes.

To my grandson, Luke, who will one day grow into a young man and proudly contribute ideas and innovations to a changing world. I know you will make a difference in the lives of your peers and loved ones.

And finally, to my husband, Melvin Claire Powers, thank you for making my dreams come true.

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Table of Contents

Abstract	ii
Dedication	iv
Acknowledgments	v
List of Tables	xi
List of Figures	xiii
Chapter 1 Introduction	1
Problem of Practice	3
Theoretical Framework	4
Nested Systems	5
Microsystem	6
Mesosystem	8
Exosystem	8
Macrosystem	9
Chronosystem	9
Underlying Causes	11
Historical Perspective	12
Jim Crow Laws	12
National Defense Education Act	13
Elementary and Secondary Education Act	14
Equality of Educational Opportunities	15
The Coleman Report	16
Segregation	17
Indicators of Educational Opportunities	17
Facilities and Programs	18
Principals and Teachers	18
Standardized Testing	19
Relationship of Achievement to Schools Attended	22
No Child Left Behind Act	23
Common Core State Standards	24
Every Student Succeeds Act	26
Review of Literature	28
Factors Driving Teacher Resistance to Change	30
Professional Identity	30

Beliefs and Attitudes	33
Mandated Change.....	34
Teacher Capacity and Change	36
Individual Differences	36
Operational Definitions.....	37
Summary	38
Chapter 2 Assessing Teachers Beliefs and Attitudes About Change	40
Context of the Study.....	41
Statement of Purpose.....	41
Research Design	42
Participants.....	43
Instrumentation	44
Resistance to Change Scale.....	45
Interpretive Questions	45
Procedures.....	46
Survey and Data Collection.....	46
Data Analysis	47
Survey Findings	48
Behavior Dimension.....	48
Affective Dimension	49
Cognitive Dimension.....	50
Interpretive Questions.....	51
Data Collection and Analysis	52
Q18 Adjectives Teachers Used to Define Themselves.....	52
Q19 Adjectives Teachers Used to Describe Themselves If Not an Educator	53
Q20 Teachers' Framework for Making Decisions.....	53
Discussion.....	54
Teachers' Beliefs and Attitudes	54
Moral Imperative.....	55
Building Capacity.....	56
Limitations	57
Summary	58
Chapter 3 Thinking About Readiness for Change	59
Conceptual Framework	60

Components of CBAM.....	61
Stages of Concern (SoC).....	63
Innovation Configurations	66
The Change Process.....	67
Triple I.....	68
Literature Review	71
CBAM: An Intervention for Resistance to Change.....	73
Building Teacher-Capacity Through CBAM	83
Creating a Collaborative Work Culture Through CBAM	84
Summary	86
Chapter 4 An Intervention for School Administrators: Leading Teachers and Managing Change in Schools.....	88
Purpose of Study	89
Research Design	91
Process Evaluation.....	92
Context	93
Program Implementation.....	95
Reach.....	96
Dose Delivered.....	97
Dose Received	97
Fidelity	97
Outcome Evaluation	98
Method.....	99
Participants.....	100
Instrumentation	101
Stages of Concern Questionnaire	101
Focus Group Interview	102
Introduction	103
Warm-Up.....	103
Clarification of Terms	103
Introductory Questions	104
Transition Questions.....	104
Return SoCQ Profiles	104
Key Questions	105
Ending Questions.....	105

Summary Questions.....	105
Final Question	106
Procedure	106
Intervention	106
Introductory Session.....	107
Session 1	108
Session 2.....	109
Session 3.....	109
Session 4.....	111
Data Collection	112
Data Analysis	115
Stages of Concern Questionnaire (SoCQ).....	115
Focus Group Interview	115
Summary	116
Chapter 5 Findings and Discussion.....	117
Process of Implementation	119
Participants.....	120
Evaluation of Intervention	122
Findings	123
Stages of Concern Questionnaire.....	123
Research Question 1: School Administrator Concerns	123
Research Question 2: School Administrator Extent of Change	127
Stages of Concern: Self-Dimension.....	130
Stages of Concern: Task-Dimension	139
Focus Group Interview	141
Research Question 3: Moral Imperative.....	142
Research Question 4: Teacher Capacity for Change.....	143
Conclusions	145
Discussion	146
Recommendation	149
Implications for Practice.....	149
Implications for Research	151
Limitations	152
Summary	153

References	155
Appendix A: Needs Assessment Informed Consent.....	168
Appendix B: Participant Informed Consent Form	171
Appendix C: Resistance to Change Instrument	173
Appendix D: Logic Model	176
Appendix E: Intervention Lesson Plans.....	177
Appendix F: Agreement for Permission to Republish – Print & Electronic Stages of Concern Questionnaire (SoCQ)	189
Appendix G: Methods Summary Matrix Table	194
Appendix H: Focus Group and Individual Interview Transcripts	195
Appendix I: Session PowerPoint Presentations	246
Appendix J: Program Evaluation	277
Appendix K: Professional Development Registration Links.....	280

List of Tables

Table 1	<i>Ability and Achievement (Coleman, 1966)</i>	21
Table 2	<i>Participant Demographics</i>	44
Table 3	<i>Participant Years of Experience</i>	44
Table 4	<i>Means and Standard Deviations</i>	47
Table 5	<i>Behavior Dimension: Routine Seeking</i>	48
Table 6	<i>Affective Dimension: Emotional Reaction and Short-Term Focus</i>	50
Table 7	<i>Cognitive Rigidity</i>	51
Table 8	<i>Supplemental Questions</i>	52
Table 9	<i>Stages of Concern (Hord et al., 2006)</i>	64
Table 10	<i>Cohort Graduation Comparison</i>	95
Table 11	<i>T-Chart for Behavior/Early Intervention</i>	110
Table 12	<i>Stages of Concern Descriptions (George et al., 2013)</i>	114
Table 13	<i>Years of Experience and Stages of Concern Comparison</i>	121
Table 14	<i>Chapter Sections and Research Questions</i>	123
Table 15	<i>SoC Pre-Assessment Highest Stage of Concern</i>	124
Table 16	<i>Distribution of Second Highest SoC in Relation to First Highest SoC</i>	124
Table 17	<i>Statement or Responses SoCQ Pre-Assessment Self-Dimension</i>	125
Table 18	<i>Statement or Responses SoCQ Post-Assessment Self-Dimension</i>	126
Table 19	<i>SoC Participants' Post-Assessment Highest Stage of Concern</i>	130
Table 20	<i>Distribution of Second Highest SoC in Relation to First Highest SoC</i>	130
Table 21	<i>Statement or Responses SoCQ Pre-Assessment Stage 3 – Management</i>	140
Table 22	<i>Statement or Responses SoCQ Post-Assessment Stage 3 – Management</i>	141

Table 23	<i>Statement or Responses SoCQ Pre-Assessment Stage 2 – Personal.....</i>	148
Table 24	<i>Statement or Responses SoCQ Post-Assessment Stage 2 – Personal</i>	148

List of Figures

Figure 1. Bronfenbrenner's Five Nested Systems (Bronfenbrenner, 1979).....	6
Figure 2. Concerns Based Adoption Model (George et al., 2013).....	62
Figure 3. Innovation Configuration Map (Hord & Roussin, 2013).....	67
Figure 4. Diagram of Research Design	92
Figure 5. Pre-Assessment Report for Cohort Group Data.....	131
Figure 6. Post-Assessment Report for Cohort Group Data	132
Figure 7. Post-Assessment Participant #4293643055	133
Figure 8. Post-Assessment Participant #4293643055	133
Figure 9. Pre-Assessment Participant #4293743054.....	135
Figure 10. Post-Assessment Participant #4293743054	135
Figure 11. Pre-Assessment Participant #4293843056.....	136
Figure 12. Post-Assessment Participant #4293843056	136
Figure 13. Pre-Assessment Participant #4293843056.....	137
Figure 14. Post-Assessment Participant #4293843056	137
Figure 15. Pre-Assessment Participant #4304043059.....	138
Figure 16. Post-Assessment Participant #4304043059	139

Chapter 1

Introduction

As a former high school principal, I quickly learned that changing the minds of resistant teachers required more than the cursory edicts that so often accompanied new initiatives. Such a quest required a deep understanding of the complex nature of change. First, change is personal; it begins with an experience that shifts beliefs and attitudes, thus changing individuals' behaviors (Bandura, 1986; Bronfenbrenner & Morris, 2006; Fullan, 2016; Lasky, 2005). Second, these new and collective behaviors can influence a process of change in a school (Fullan, 2016). Research suggests that "all real change involves loss, anxiety, and struggle" (Fullan, 2016, p. 19; Marris, 1975). Another notion postulated by Schon (1971) indicates that change involves "passing through zones of uncertainty" (Fullan, 2016, p. 20). In either case, urging a collective group of individuals to change requires conditions conducive to the construction of meaningful relationships that perpetuate care and connectedness (Fullan et al., 2018). Interestingly, my attempts to increase academic achievement through institutional change became the bane of my professional existence. As a result, understanding teachers' beliefs and attitudes about change piqued my curiosity.

This insatiable interest in teacher resistance to change led to literature regarding educational change and subsequently, the identification of four moral imperatives: (a) facilitating critical enculturation, (b) providing access to knowledge, (c) building effective teacher-student connections, and (d) practicing good stewardship (Fullan, 1993). Compelled by a moral imperative, that is, the obligatory force that compels individuals to commit to change with a sense of urgency, in this case, to lead teachers, I knew that demonstrating good stewardship of my leadership skills was a requirement for the journey. I also knew that as a leader, I must first

learn how to instill moral imperatives into organizational practices before beginning to build teachers' capacity for change. Therefore, equipped with this basal knowledge, the moral imperative driving this research and subsequent study became known as an obligatory force that propels a sense of urgency to take action using the heart as well as intellect to serve as a good steward of teaching and learning (Fullan, 1993).

Demanding that every teacher deliver quality instruction seemed an easy feat; after all, I believed it was reasonable for every teacher to feel a moral obligation to produce successful student outcomes. Although it appeared that my professional practices were finally beginning to shape my professional identity, I soon realized that teachers did not all agree on what the conduit for teaching and learning looks, feels, and sounds like in the classroom, especially as it related to new initiatives. I thought insisting that teachers review achievement data for purposes of informing instruction conveyed the importance of aligning teaching and learning with students' learning needs. Additionally, I thought that monitoring instructional delivery to ensure content standards guided students' learning experiences and that following up with formative assessment were typical professional practices. Finally, I felt that data derived from these assessments provided a venue for substantive dialogue, which would ultimately inform the necessary change to support student achievement. Hence, the need for professional learning communities wherein new approaches to instructional delivery could support remediation for struggling students and enrichment for students who needed accelerated activities. Although the prior assumptions were supported by research, it was not enough to convince teachers to change. Notwithstanding data-driven decisions as *a way of being*, teachers' iterations of look, feel, and sound-like definitions of teaching and learning did not match the top-down edicts laid out by my plan for school improvement (Clement, 2014; Feldman & Weiss, 2010; Welner, 1999).

Problem of Practice

Although working closely with successful high school principals primed my behavior for a moral obligation to institute effective change initiatives, it did little to prepare me for teacher resistance to change. After two years of attempting to implement new initiatives, two things were clear. First, test scores continued to drift in a downward spiral. Second, teachers not only resisted new initiatives, they also resisted any idea of change. For example, a new bell schedule was designed to accommodate a remediation and enrichment block during the school day; many teachers were outraged by this change. They complained that redesigning the instructional day took away their ability to deliver quality instruction. To that point, I learned a valuable lesson about change, that is, top-down mandates pushed out by school administration with little input from teachers only fuels adverse reactions (Norton et al., 2003). More importantly, I learned that supporting teachers through a process of change required an operationalized definition of change. For purposes of this dissertation, change is defined as an individual's capacity to come to terms with reality based on beliefs and attitudes that are communicated clearly and accurately through new behaviors.

Many opinions exist about the reasons why teachers resist change. Extant research suggests that teachers feel isolated from their instructional practices when forced to comply with top-down mandated change (Fullan, 1993). In other words, when teachers are informed about new initiatives but left to their own devices to incorporate change into daily instructional practices, initiatives may feel more like violations of professional identity. According to educational change literature, teachers' beliefs and attitudes about professional practice influence their decisions when responding to change initiatives (Clement, 2014; Dweck, 2012; Lasky, 2005). As such, they erect mental models with which to construct personal meaning about

initiatives that require change (Bandura, 1986; Dweck, 2012; Lasky, 2005). Although the notion of creating personal meaning is essential, when used in isolation, it can generate gaps in knowledge, which lead to barriers that impede the change process.

Change can be a complicated, dynamic group process in organizations. Given that instructional delivery is the conduit between teaching and learning, principals and teachers affect positive change when working in concert with one another (Leithwood, 1992). Research suggests if principals inform teachers about initiatives and provide support through time and a process for reshaping instructional delivery, new initiatives are likely to add meaning and value to the organization (Abbott et al., 2008; Hord et al., 2006; Nesbit, 2012). Furthermore, the literature suggests forces that drive change include teachers embracing a moral imperative as well as becoming change agents as the means to successful educational change (Fullan, 1993). In other words, if a moral purpose drives teachers, they are more likely to care deeply about their obligations to students and are also likely to be more competent in their capacity to implement and sustain change (Fullan, 1993). Given the explanation of experience and research, the purpose of this study was to understand teacher resistance to change so that principals can provide support through the change process without compromising individual teacher capacity nor undermining future growth and development (Leithwood, 1992). The following research question guided the needs assessment study: What can be learned about teachers' beliefs and attitudes regarding resistance to change?

Theoretical Framework

Human development is a result of *perceived* determinant factors rather than disputed *realities* of context among individuals within an environment (Bandura, 1986; Bronfenbrenner, 1979). That is to say, the most carefully woven interactions can likely unravel with conflicting

beliefs and attitudes. As such, human development is mostly dependent upon interpersonal exchanges of cognitions and emotions that manifest in behaviors (Bronfenbrenner & Morris, 2006). In the next sections, the ecology of human development describes how the progression of change in teachers influences ecological transitions resulting from activities that inspire moral imperatives and build capacity (Bronfenbrenner, 1979; Fullan, 2016).

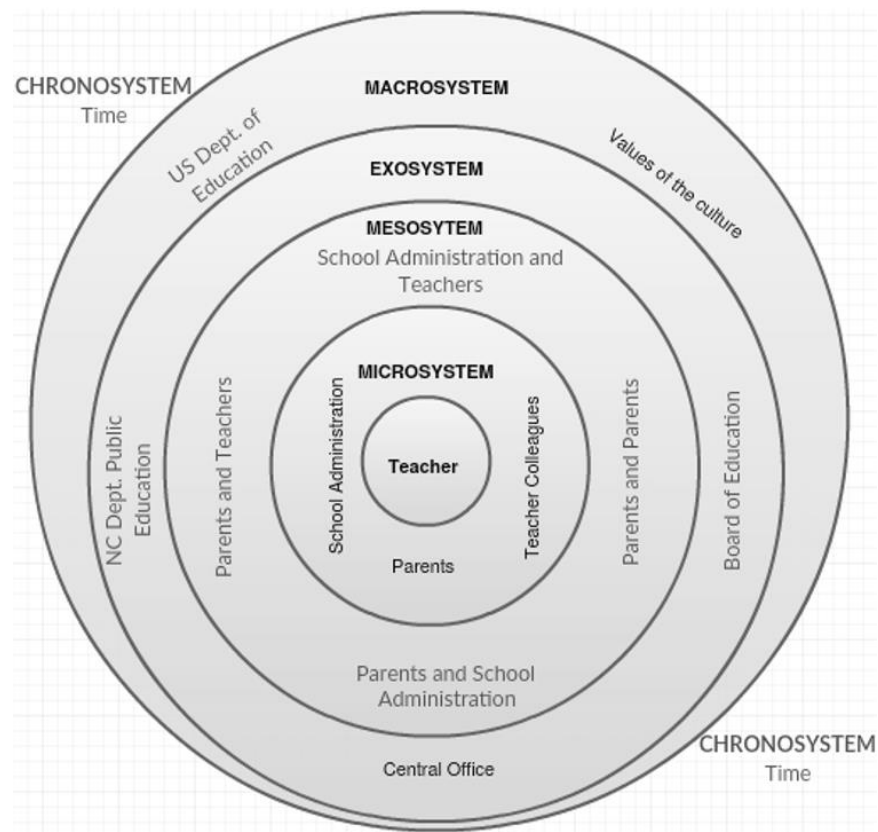
Nested Systems

Understanding human growth and development is essential to discern teachers' reasons for resisting change. To address this point, Bronfenbrenner's (1979) ecology of human development provides insight into the rationale teachers use when responding to change. Ecology of human development postulates a principle first introduced by a German Social Psychologist, Kurt Lewin (1935). Lewin (1935) took a formulaic position, which suggests that behavior is the function of a person and his or her environment $B = f(PE)$. The visual diagram below (Figure 1) outlines the nested structures of the ecological systems theory. In this theory, Bronfenbrenner (1979) reveals how the context of an environment is a key that can potentially unlock the door to change.

The five nested systems within this framework (micro, meso, exo, macro, and chrono) are situated as a set of concentric circles. Beginning in the center, each circle suggests unique interworkings and characteristics of one's environment. Additionally, the context of each nested structure drives ecological transitions (change) within and between each system. As can be seen in Figure 1, the individual is positioned in the innermost concentric circle. In this study, the individual represented in the innermost circle is the teacher. The remaining circles are representative of the entities that make up each nested system. A detailed description of each system is in the sections following Figure 1.

Figure 1

Bronfenbrenner's Five Nested Systems (Bronfenbrenner, 1979)



Microsystem

A microsystem is the primary setting (innermost circle) in which a developing individual, in this case, the teacher, has direct face-to-face interactions with others (Neal & Neal, 2013). A developing person can have multiple microsystems because the impact of their reach varies based on the students' needs. Figure 1 displays examples that might be included in the microsystems of developing teachers. Important to note here is that the word developing is not synonymous with new or beginning teachers. As noted in the diagram (Figure 1), school, classroom, students' families, and community all surround a teacher because he or she is in close proximity to the systems in which they are most active. In other words, the primary settings are

positioned in such a way as to represent the ease of potential interconnected relationships. Since *all* teachers are required to deliver instruction, by default, they impact individuals within their primary settings (microsystem). As such, it is reasonable to view *all* teachers as a developing person.

Three components make up each microsystem, that is, the roles, activities, and relations that occur within the setting (Bronfenbrenner, 1979). These components are experienced by the developing teacher and all members of his or her microsystems. For example, one of the many roles a teacher has is to prepare lesson plans to be executed through instructional delivery. Included in these plans are strategies that motivate students to engage in learning activities. The subsequent learning outcomes provide substance for hearty communication with members of other primary settings, such as colleagues within the school and students' families. These activities generate essential experiences that add value to students' growth and development, which ultimately supports the ecological transitions students need to be successful at the next level.

Teachers' interactions with members of any given microsystem (e.g., family) can potentially generate reciprocal responses from other microsystems (Bronfenbrenner, 1979). For example, given that conditions often vary based on roles, activities, and interpersonal relations, one can expect to observe a variety of behaviors driven by the functions occurring within and between the settings in which teachers thrive (Bronfenbrenner, 1979). These interactions may also add value to experiences through the addition and/or development of new strategies that help teachers with other members in a microsystem. Although microsystems are the immediate settings of the developing person, in instances where two or more microsystems link together in an effort to communicate and collaborate, a mesosystem is said to exist.

Mesosystem

The second-most concentric circle in Figure 1 represents the mesosystem. This system evolves when interrelations between two or more microsystems occur. Conducting a parent-teacher conference to discuss grades or behavior about a student is an example of an activity occurring within the mesosystem. For example, a teacher may contact a parent, or vice versa, to discuss the child's distressed behavior in school. The parent may, after consulting with the teacher and school counselor, articulate an agreement to support the child. Consider another example of a mesosystem wherein a principal participates in a meeting with a teacher to conduct a performance evaluation. These examples of mesosystems demonstrate the interrelations between a system of two or more microsystems that evolve when movement, that is, communication and collaboration, across settings occurs (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). In the examples above, the school counselor and school principal are acting within a mesosystem to support the teacher and the student. Sometimes the developing person is impacted by the interactions of others without direct involvement. The mesosystem is needed in order to connect the one system to another system to effect change (Bronfenbrenner, 1979).

Exosystem

An exosystem is represented by systems that do not actively involve the developing person (Bronfenbrenner, 1979). However, the developing person is affected by the events occurring within this setting (Neal & Neal, 2013). For example, although a teacher may not actively participate in the daily operations of the Central Office, he or she is impacted by decisions made at this level. For example, new legislation from the state education agency may issue a mandate to reduce k-3 class size. To fill the vacancies generated by such a mandate, principals may be forced to cut teachers from areas such as art, music, dance, or band. This

mandate is an example of interrelations within a separate nested system that impacts teachers. In instances wherein interactions involve teachers without direct face-to-face activities, teachers may need support to understand and navigate the new terrain. Again, teachers are impacted by decisions but may have little input in the processes that influence the decision. As can be seen in figure 1, these decisions begin at the federal level as mandated by the values of society.

Macrosystem

Finally, the outermost system represents a compilation of all the systems nested within it (Bronfenbrenner, 1979). The macrosystem relies on the consistent order of ecological transitions that occur from one context or nested system to the next. For example, teachers are expected to adhere to the mandates of this system, representative of the values set in motion by congressional policymakers and carried out by the United States Department of Education. Notwithstanding congressional agency, behavior as a function of a developing person (i.e., teacher) and his or her environment is often absent from federal mandates issued by the greater society. This absence of power for the developing person or teacher can be seen throughout time. Such power is a key element of growth and development (Bronfenbrenner, 1979; Lewin, 1935).

Chronosystem

Although the first four nested systems were adequate to fulfill Lewin's (1935) behavior equation $B=f(PE)$, a more in-depth understanding of change and teacher resistance is required to support principals in their efforts to improve schools. The manifestation of this in-depth understanding requires time, the final nested structure. Throughout the chronosystem, public educators have had the least input in decisions that affect their professional practice yet are held accountable for outcomes (Nelson, 2016). Such oversights disrupt, and in some cases, deprive public education of seamless continuity and positive change (Bronfenbrenner, 1979;

Bronfenbrenner & Morris, 2006; Rosa & Tudge, 2013). In sum, mandated change, beliefs and attitudes of teachers, and professional identity are cited as the main reasons teachers resist change.

Drawing from Lewin's (1935) work, Bronfenbrenner (1979) observed a gap in his own work and quickly recognized the need to understand growth and development through continuity and change (Bronfenbrenner & Morris, 2006). As such, he postulated that a person is influenced over time by regular and consistent processes occurring within his or her environment. This claim suggests that individuals' views are shaped by historical events taking place over the course of one's lifespan (Bronfenbrenner & Morris, 2006). The impact of such historical events depends largely on the person, environment, and processes occurring throughout one's life (Bronfenbrenner & Morris, 2006). For example, in the 1950s, individuals had varying beliefs, and in some cases, opposing attitudes about Jim Crow laws. That is to say, over time, the continuity of the phenomenon (Jim Crow Laws) shaping the developing person and the tool used to measure (School Integration) outcomes determined individuals' beliefs and attitudes about change. In this case, school integration had a staggering impact on change in many communities. Because change is demonstrated through interdependent, social, and historical interactions, which get more complex over time, the need for teachers to display patterns of behavior that demonstrate readiness for change is imperative to the success of local school reform initiatives (Bronfenbrenner & Morris, 2006). In demonstrating readiness for change, behaviors are better understood and thus support eliminating the underlying causes of resistance to change (Neal & Neal, 2013). In the next section, a historical perspective sheds light on a number of large-scale change initiatives that may be attributed to the continuity of teachers' resistance to change.

Underlying Causes

Teacher behavior and pedagogical choice may be due in part to shortfalls brought on by large-scale change initiatives meant to encourage education reform (De Kraker-Pauw et al., 2018). From a historical perspective, one can glean initiatives designed to institute change but instead were met with continuous resistance. In many instances, this resistance was pushed down from the macrosystem (e.g., U.S. Office of Education) and manifested as societal values. In the case of resistance to change, the educational values of society often make indelible marks on the beliefs and attitudes of teachers (Blad, 2016; Darling-Hammond, 2018; Dweck, 2012). Furthermore, De Kraker-Pauw et al. (2018) postulate the importance of teacher-awareness relative to personal mindsets, citing the beliefs and attitudes of teachers are critical to learning outcomes. That is to say, the roles of individuals (teachers) within the microsystem are important to the ongoing and reciprocal activities that constitute interrelations between members (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). Therefore, it is reasonable to suggest that teacher resistance may reciprocate resistance from students, families, and other members of contiguous microsystems. In either case, negative interactions may disrupt continuity and change that generate growth and development.

Teachers who resist change initiatives without first understanding the potential benefits, by default dismiss growth and development opportunities that may enhance professional practices (Bronfenbrenner, 1979). Consequently, these resistant behaviors may be a result of long-held beliefs and attitudes left over from mandates that trickled down from society's beliefs and attitudes about education throughout the chronosystem. Several historical events are described below to offer insight into possible reasons why change in the American education system has remained a slow process.

Historical Perspective

Jim Crow Laws

Civil unrest brought on by social tensions concerning segregation laws generated complex politics, particularly in the 1950s. An education system already in need of improvement forced students to remain in separate schools based solely on race, a construct that was problematic for some educators yet comforting to others. In either case, teachers were not included in the preliminary aspects of educational change during this tumultuous time. Jim Crow Laws divided communities and devalued social and moral norms, giving credence to long-held beliefs and attitudes that were deeply rooted in wayward ideas about education.

The complexity of the politics surrounding public education grew exponentially. In fact, according to one weekly journal, *Teaching Science*, a widely published periodical during the 1950s time period, inferred that the problem with education lay squarely on the shoulders of educators. This same weekly publication claimed public education could not afford to replicate quality learning experiences in public schools, citing educators were nothing more than ambulatory change agents incapable of innovation (Thurber & Collette, 1959). Because society (macrosystem) perpetuated such opinions, many Americans held these beliefs during this era, leaving schools to compete for access to educational opportunities as well as the basic resources needed to supplement quality educational experiences (Coleman, 1966). In the decades following Jim Crow Laws (segregation) and the landmark case, *Brown v. Board of Education* (1954), school integration was a slow process. The focus of many policymakers was on changing the number of black faces in white schools, as opposed to changing the quality of learning experiences for all children (Hilbert, 2018). These long-held beliefs and attitudes continued to plague the mindsets of policymakers, thus perpetuating top-down mandated change.

Societal values of the time relied on mandated change to shape the beliefs and attitudes of the people. These same values generated teachers' professional identities and assisted in responding to mandated change by external agents—individuals without direct face-to-face interaction with students. Top-down initiatives continued to be pushed out by purveyors of information who lacked the understanding required for the day-to-day interactions within the most immediate setting, the classroom (Clement, 2014; Inandi et al., 2013; Lasky, 2005). The political maneuvers during the era in question were couched on processes that lacked input from the individuals most likely to implement new initiatives, teachers. The absence of input makes changing teachers' beliefs and attitudes a daunting task.

National Defense Education Act

Another potential underlying cause of teacher resistance to change was America's reaction to the launch of Sputnik in 1957. This technological advancement on the part of Russia generated an outcry that would insist upon the improvement of public education. As schools struggled to increase literacy and mathematical reasoning, Congress set out to move beyond the accomplishment of the Soviets. A long journey of continuous scrutiny required the American education system to make changes in science and mathematics programs across the nation (Wissehr et al., 2011). As a result, the National Defense Education Act of 1958 (NDEA) was established. This act provided a lens from which to view top-down mandated change that has maintained a slow launch of its own. The NDEA promised advances in Science, Technology, and Mathematics programs in elementary and secondary schools (Wissehr et al., 2011). The act also promised monetary allotments to state education agencies for training at the local school district level. These federal funds were expected to be utilized for professional development that would strengthen teachers' capacity in content and pedagogy, thereby reversing the downward

spiral of public education (Wissehr et al., 2011). Furthermore, this downward spiral was thought to be the *big-win* that would reposition America in the technology spotlight (Wissehr et al., 2011).

Unfortunately, these policies did little to change education; instead, federal dollars were garnered so that Congress could usher in mandated change that would satisfy political agendas. Although this financial resource was used to force change in schools, politicians seeking to gain technological advantages over Russia would not see the anticipated increases in student achievement (Wissehr et al., 2011). Instead, state education agencies acting as the intermediary (mesosystem) between competing microsystems (segregated schools) reaped conflict surrounding segregation laws that fueled resistance to integration. This top-down mandate failed in its attempts to propel change, leaving growth and development in Science, Technology, and Mathematics lacking in academic muster (Wissehr et al., 2011). In essence, the outrage generated by Sputnik yielded challenging curricula and teacher training thought to induce rigorous learning experiences in American schools. Ultimately, these activities (new curricula, teacher training, etc.) resulted in conditions that left public education in dire need of narrowing a growing achievement gap ((Hilbert, 2018).

Elementary and Secondary Education Act

The Elementary and Secondary Education Act of 1965 (ESEA) pledged financial assistance to local education agencies for assisting families by improving educational programs for students from low-income families (Bryan & Chalfant, 1965). ESEA has been reauthorized multiple times. The intent of each iteration promises to improve American education through federal assistance with initiatives seeking to reform education.

Equality of Educational Opportunities

The 1950s and 60s were wrought with a heightened sense of awareness that cast a laser focus on education (Gregg, 2016; Wissehr et al., 2011). A variety of issues, such as the plight of migrant workers, poverty, segregation laws, and racial discrimination, continued to plague the United States. Sadly, the social ecology of the 1950s encouraged mutually exclusive politics by negating responsible interactions between nested systems. In other words, instead of protecting children who were born or naturalized in the United States, individuals in various nested systems resisted the opinions of the court and opted for separate and, in most cases, unequal schools for children. These behaviors were counter-productive and served only to preserve and perpetuate the top-down mandates of political actors pushing personal agendas in the macrosystemic environment. Politically charged endeavors revealed bold behaviors from state authorities, some of whom openly resisted change in education. In some cases, Governors refused to adhere to laws requiring schools to desegregate. For example, the Governor of the state of Arkansas, Orval Faubus, refused to desegregate Central High School. A macrosystem driven by emotionally charged interpersonal relations stifled individual (teacher) development in microsystems such that these schools were rendered incapable of change. For example, African American families struggled to gain equal educational opportunities, while White families enjoyed amenities provided with funds generated from political agendas organized specifically for the majority race (Gregg, 2016; Wissehr et al., 2011). Some school districts did desegregate, but actions to support the process were minimal, and in situations where integration was successful, change came with a price. For instance, the maladjusted behaviors of (some) students during integration waxed out of control due to negative interpersonal relations. Interestingly, these maladjusted behaviors were not limited to students who were disgruntled by integration. Private Citizens and (some) teachers

also exhibited behaviors that perpetuated their ideals about race and educational opportunities (Wissehr et al., 2011). These behaviors were barriers that stifled change and slowed growth and development (Bronfenbrenner & Morris, 2006). Integration was slow; Americans found it difficult to break away from the status quo, separate but equal. By 1964, the Office of Education responded to a request by the Civil Rights Act to document through a survey the availability of equal educational opportunities for several ethnic groups in America and to compare the findings to educational opportunities available to the majority race (Coleman, 1966).

The Coleman Report

A study commissioned by Congress under Section 402 of the Civil Rights Act of 1964 influenced change and shaped the national landscape of public education in America. Efforts to push integration forward prompted Congress to commission this survey concerning the lack of equal educational opportunities, particularly as these opportunities related to race, color, religion, and national origin of students in public educational institutions in the United States (Alexander & Morgan, 2016). The study, which was the first of its kind, surveyed more than 500,000 students and over 60,000 educators in approximately 4,000 schools across the United States (Alexander & Morgan, 2016). James Coleman, then a Sociologist at Johns Hopkins University, would take on the daunting task of principal researcher for the Equality of Educational Opportunities project (Alexander & Morgan, 2016; Kiviat, 2000). This project, more commonly known as the Coleman Report, was nothing less than a monumental task to seek understanding about the lack of available educational opportunities for students (Coleman, 1966).

As it were, assumptions of the time suggested that school inputs or resources were the major drivers of academic achievement in schools. Interestingly, Congress believed that a mere comparison and match of resources between schools would remedy the shortfalls of educational

opportunities for minorities. Conversely, Coleman (1966) was interested in outcomes and therefore found it necessary to consider schools' outputs (Alexander & Morgan, 2016; Kiviat, 2000). With less than the mandated completion window of 2 years and little direction from Congress, Coleman and his team responded to the following research questions: (a) To what extent are racial and ethnic groups segregated from one another in public schools?, (b) Do schools offer equal educational opportunities in terms of criteria regarded as indicators of educational quality?, (c) How much do students learn as measured by their performance on standardized achievement tests?, and (d) What relationships exist between students' achievement and the kinds of schools they attend? (Coleman, 1966).

Segregation

The reported findings for the query concerning segregation revealed that public education remained segregated for more than a decade after the court ruled on *Brown v. Board of Education* (1954). Among minorities, African American students were found to be the most segregated students, especially in areas wherein these individuals were heavily populated (Coleman, 1966). By far, White students were the most segregated group in American public schools (Coleman, 1966). Simply stated, educational opportunities in America were unequal in the distribution of Black and White students in schools, especially in the south.

Indicators of Educational Opportunities

The research team reviewed the following indicators: facilities, programs, principals, and teachers to determine if the attributes of each indicator may be considered more relevant than the others (Coleman, 1966). Interestingly, school resources such as science labs, student desks, teacher education, teacher salary, and other items that provide the backdrop for educational

opportunities, in some instances, revealed disparities for *both* African American and White students.

Facilities and Programs. African American students had less access to physical facilities as compared to their majority counterparts, who not only had access to physical facilities but were also afforded a sufficient supply of textbooks and other amenities to support learning experiences (Coleman, 1966). Many African American students had minimal access to curricular and extracurricular programs. In some cases, Black students did not attend secondary schools because they lacked transportation, or these facilities were nonexistent altogether (Wright, 1950). In general, Coleman (1966) found that White students had more access to fully developed curricular and extracurricular programs.

Principals and Teachers. Principals and teachers are an essential resource for educating learners. Although the notion of qualified personnel is important to educate our youth, the racial diversity of personnel was scarce during this era. For example, it was uncommon for White students to have an African American principal (Coleman Report, 1966). In fact, findings suggest only 1% of White students attended schools with an African American principal while more than half of African American students who were surveyed attended schools with an African American principal (Coleman Report, 1966). Furthermore, Coleman's (1966) findings suggest it was common that large percentages of African American educators were less qualified than White educators even though the qualifying test for this measure was a vocabulary test (Coleman, 1966). Other measures included years of experience, college attended, pay, and level of education obtained by teachers' mothers (Coleman, 1966). Given that secondary education was essentially unheard of for African American students, it stands to reason that African American teachers did not bring equal attributes for consideration during the hiring process.

Therefore, it is unclear as to how these indicators might impact teacher quality between African American and White teachers. In either case, Jim Crow laws perpetuated fixed mindsets through societal tension relative to individuals' race, color, religion, and national origin. In doing so, such societal norms kept individuals isolated from one another, thus minimizing educational opportunities. Alexander and Morgan (2016) reiterate Coleman's (1966) findings, which suggest the importance of the resources families and communities contribute to school readiness, performance, and overall learning trajectories. Major education reform does not equate to local school reform, especially if such reform is hierarchical and without input from all stakeholders (Alexander & Morgan, 2016).

Standardized Testing. The increasing number of students enrolling in institutions of higher education since the 1960s supports the need to identify educational opportunities offered by public education (Baum et al., 2013). Coleman's (1966) findings suggest that achievement tests help define these opportunities; yet, in today's academic environment, many people scoff at the idea of standardized testing. Measuring academic performance seems a reasonable response to the query of educational opportunities available to students. As such, standardized tests may be an appropriate tool from which to gauge potential educational opportunities offered for students.

Although it may seem odd to think of standardized testing in terms of educational opportunities, many state education agencies in the United States use such measures to hold schools accountable for student outcomes. Performance outcomes on a variety of assessments (e.g., National Assessment of Educational Progress (NAEP), Scholastic Assessment Tests (SAT), American College Testing (ACT), Armed Services Vocational Aptitude Battery (ASVAB), etc.) may implicate student success, that is if the assessments and conditions are free

of bias (Alexander & Morgan, 2016). Either way, student outcomes are unique to each individual; hence, variation in scores is to be expected. Accounting for these variations may shed light on differences in achievement among racial and ethnic groups (Alexander & Morgan, 2016). In either case, students demonstrating the requisite skills for college-level coursework are less likely to participate in remedial coursework prior to matriculation in institutions of higher education (Baum et al., 2013). Thus, the previously mentioned tests provide information that schools, families, and scholarship committees can use to evaluate the likelihood of success for students attending college. Additionally, students who obtain higher than average scores on the ASVAB are more likely to obtain higher salaries in military careers (Wall, 2018).

Coleman's (1966) findings suggested no noteworthy differences between students *within* schools (microsystem). However, the differences that were noted in achievement levels did not align with resources to the extent that it made a difference in achievement (Coleman, 1966). Based on the Stanine Scores in Table 1, one can see a strong disparity in the academic ability and achievement of 136 Negro [sic] students as compared to 132 White students in grades kindergarten through seven. These tests (Metropolitan Readiness) suggest Negro [sic] students exceeded the average number of "Poor Risks" and "Low Normals," which meant that these students were more likely to face academic difficulty and thus need personalized instruction to overcome these deficits (Coleman, 1966). Although the report focused on academic achievement, the findings did not provide a complete understanding of how families prepared children in the early years before beginning school, nor how such preparations contributed to student readiness for school (Alexander & Morgan, 2016). While this evaluation may have shed light on out-of-school learning opportunities, as it turns out, factors related to family background such as socioeconomic status and enrollment demographics of the schools' student body

constituted more power for achievement than did other indicators in the study (Alexander & Morgan, 2016; Coleman, 1966).

Table 1

Ability and Achievement (Coleman, 1966)

Score (Stanine)	Theoretically Expected Percent in Stanine	Actual Percent of Scores from Negroes	Actual Percent of Scores from Non- Negroes
9	4	1	2
8	7	1	7
7	12	4	15
6	17	5	19
5	20	12	25
4	17	19	18
3	12	23	9
2	7	22	4
1	4	13	1

Coleman's (1966) findings are consistent with Title II Part A of the Every Student Succeeds Act (ESSA), which is suggestive of the need for continued professional development of educators, particularly in low-income regions of the United States (Darling-Hammond et al., 2016; U.S. Department of Education, 2019). Inasmuch as quantitative data is used as the sole source of information to support the rationale for educational shortfalls, the American educational system may continue to miss the mark in her attempts to reduce the achievement gap if teachers are not included in the early phases of change, that is, serving in roles that push continuity and change toward growth and development. For example, teachers and principals working in concert within and between microsystems create opportunities-to-learn through mesosystemic acts that forage quality transitions relative to growth and development in students' learning trajectories (Alexander & Morgan, 2016; Bronfenbrenner & Morris, 2006).

Relationship of Achievement to Schools Attended. The position taken by Congress (macrosystem) when the Equality of Educational Opportunity study was commissioned pushed for a comparison between schools to reveal characteristics (resources), or the lack thereof, as the culprit for unequal educational opportunities (Alexander & Morgan, 2016; Coleman, 1966). Using the most up-to-date techniques during this era, Coleman (1966) reviewed resources such as libraries, teachers, and laboratories in an attempt to explain the differences in achievement scores between schools attended by African American students and those attended by White students. Coleman's findings confirmed that achievement is affected by these resources but not to the extent originally thought. Interestingly, while characteristics of schools may have increased achievement for African American students, such amenities had little to no effect on the achievement of White students (Coleman, 1966). Attempts to measure learning using standardized tests based on inputs (instruction) to produce learning resulted in a focus on outputs, which exposed a disparity between the achievement levels of African American students and their White counterparts. These differences may be due in part to the fact that children come from families with varying backgrounds and many with limited resources (Gamoran & Long, 2007). In either case, the findings shocked policymakers and generated a controversy that perpetuated policy debates, namely segregation.

In the end, the study indicated the following. First, differences in achievement between schools were small when compared to differences in student achievement within schools (Alexander & Morgan, 2016; Coleman, 1966). The study also revealed that school resources (e.g., libraries, science labs, etc.) did not account for differences in student achievement except when considering the socioeconomic status of the school's entire student population (Alexander & Morgan, 2016; Coleman, 1966). Finally, family background was noted as the most influential

variable accounting for student achievement (Alexander & Morgan, 2016; Coleman, 1966). In other words, when generational opportunities such as attending college and attaining a degree were offered to parents, it was a reasonable expectation that the children would attend college and obtain a degree as well. Whereas the Coleman Report (Coleman, 1966) is considered the most important work done by the Office of Education in the United States, and its findings have held over time, the decades proceeding the study continued to face challenges surrounding the achievement gap.

Coleman's (1966) research team provided a platform that proponents of desegregation would use to push integration, an outcome of *Brown v. Board of Education* (1954). Interestingly, Alexander and Morgan (2016) point out the need to take a closer look at the causes of performance outcomes, citing more than three-quarters of the variability in the distribution of test scores was found between students attending the same schools. Although Coleman's report was thorough, the team may have been searching for achievement discrepancies in the wrong places, that is, between schools rather than within schools where approximately 80% of the differences were occurring between children (Alexander & Morgan, 2016).

No Child Left Behind Act

After many years of scrutiny and mandated change, public education continued to struggle, and policymakers continued to press for increased academic achievement (Wissehr et al., 2011). Deep into the throes of No Child Left Behind (NCLB), another iteration of the Elementary and Secondary Education Act of 2002, students in public schools were earning less than proficient scores on end of year assessment outcomes. Schools were racing to close the achievement gap with little direction and no additional funds to support the growing number of tests being administered to students.

The tenets of NCLB required schools to increase achievement for all students and specific subgroups of students (i.e., English language learners, special education students, poor, and minority students). Although the act did not offer specific guidance in terms of standards and testing instruments, student outcomes on end-of-year assessments were expected to reach 100% proficient by the school year 2014. A multitude of potentially failing schools faced sanctions (e.g., schools labeled as failing, offering school choice options) from the federal government if students failed to demonstrate adequate yearly progress by the target date of 2014, yet no viable solutions were on the horizon.

While Congress struggled to find solutions to support the plight of a failing public education system, President Barack Obama intervened and offered waivers to state education agencies (Ladd, 2017). These waivers made it possible to avoid the national discomfort that would have accompanied the large numbers of schools labeled as failing (Ladd, 2017). Many blamed this national discomfort on what some educators viewed as flaws in an unfunded mandate. Educators believed the act had a strong focus on testing with unrealistic tenets requiring schools to close the achievement gap by 2014. Schools also faced tremendous pressure to meet NCLB goals without discrete direction about how the goals were to be accomplished. As mentioned previously, NCLB was considered an unfunded mandate, a change initiative with lofty goals, minimal direction for how to reach these goals, and unfulfilled funding allotments to secure resources for the initiative.

Common Core State Standards. NCLB resulted in a set of common standards for all states and required high-stakes testing. Under NCLB, states were given the latitude to use their own standards to fulfill its stringent requirements. Common Core provided consistent standards that ensured transient students were tested on the same standards throughout their k-12

experience, no matter where they attended school (Bowman, 2018). As such, the mandatory requirements of NCLB exposed the need for state education agencies to view learning outcomes from a different perspective. The obvious need for common standards between states became paramount to student success. Notwithstanding the requirements, professional judgment concerning content standards varied from state-to-state and in some cases, judgment varied from school district-to-school district. For example, some states and local school districts relied on textbook publishers' commentary to define learning standards (Hunt, 2008). These decisions generated disjointed attempts to serve children, especially children from families who moved from states and school districts with varying learning standards. Unfortunately, standards that do not align with curriculum resources do very little to increase student achievement.

Unfortunately, once again, another initiative reaped minimal input from teachers. Instead, the work involved in initiating these standards was generated by the Chief Councils of States (corestandards.org). Learning outcomes had to be prioritized and measured precisely so that the achievement gap could be narrowed and ultimately closed by 2014 (Hunt, 2008). This work was especially important for children in transient families. For example, students whose residence frequently changed due to military and other career or personal demands on parents risked learning loss due to disjointed connections of standards between states. Maintaining continuity in learning standards within the educational environment (microsystem) sustains growth and development (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). Exposure to *varying* content standards for short stints of time in multiple schools (microsystems) encourages learning loss and is disruptive to continuity and change (Alexander & Morgan, 2016).

Ideally, Common Core State Standards (CCSS) appeared promising; however, one study gathered data from 46 interviews across six states and revealed findings that suggested teachers

refused to implement CCSS due to a lack of resources (Smith & Thier, 2017). Furthermore, participants in this same study cited CCSS as an unfunded mandate without direction or professional development (Smith & Thier, 2017). Many teachers did not understand the language in the standards and thus resisted implementation. In some instances, teachers ignored directives altogether and simply abandoned this top-down/mandated change (Smith & Thier, 2017). In 2017, as many as 42 states and five territories were using the Common Core State Standards; since that time, many states have stopped using the standards altogether (Polleck & Jeffrey, 2017).

Every Student Succeeds Act

In 2015, the Elementary and Secondary Education Act (ESEA) of 1965 was reauthorized again and is now known as the Every Student Succeeds Act (ESSA). Greater attention to accountability posits ESSA as placing more responsibility on state education agencies to serve the whole child. This legislation pressed states to develop frameworks identifying successful academic outcomes as well as the social and emotional learning outcomes of students (Darling-Hammond et al., 2016). In doing so, meaningful mesosystemic interactions between state and local education agencies were expected to occur so that students could be served in a manner consistent with the needs of their immediate environment, i.e., classroom, family, etc. (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). In other words, these interactions are essential components of the educational landscape for learning. Children may stand a better chance of achieving positive social, emotional, and academic outcomes if relationships within and between the eco-systems work for the collective good of the organization.

This iteration of the legislation did not discontinue testing; rather, schools were required to measure student achievement in English Language Arts and Mathematics. Elementary and

middle schools must also measure an additional academic outcome such as student growth on state assessments, and high schools must account for the four-year cohort graduation rate. New to this law is the requirement for English Language Learners to demonstrate proficiency in the English Language. And finally, school quality or student success must be measured in such a way that said indicator is comparable across the state (Darling-Hammond et al., 2016).

Additionally, schools that accept federal funds and perform among the lowest 5% of Title I schools and high schools that fail to graduate less than two-thirds of a cohort graduation class must complete a comprehensive support and improvement plan (Darling-Hammond, et al, 2016). The plan must be based on the previously mentioned indicators as well as measures of progress that lead to meeting the long-term goals of the state, which are meant to reduce the achievement gap.

To ensure low-performing schools are increasing student achievement, evidence-based interventions must be used to support struggling students. The language in ESSA included a functional definition of evidence-based interventions, citing

[activities, strategies, or interventions that demonstrate statistically significant effects] on improving student (or other relevant) outcomes based on strong, moderate, or promising evidence from at least one well-designed and well-implemented experimental or quasi-experimental study, or a rationale based on high-quality research findings or positive evaluation which suggests the intervention is likely to improve outcomes. (Darling-Hammond et al., 2016, p. 6)

Low-performing schools must also respond to a comprehensive needs assessment that identifies resource inequities (Darling-Hammond et al., 2016). ESSA may appear to have loosened the reins of NCLB, but state education agencies are still obligated to attenuate the achievement gap.

The aforementioned historical perspective exposes the critical need for shifts in teachers' paradigms concerning educational change. Additionally, the success of new initiatives is, in part, contingent upon principals' in-depth understanding of change as a process that impacts teachers' beliefs and attitudes.

Conclusion

The large-scale initiatives described above are fraught with problems that excluded some individuals (e.g., teachers) and outright disenfranchised others (e.g., minorities, low-income groups). To call this behavior an oversight is to trivialize the impact of resistance to change. Unfortunately, the educational chronosystem demonstrates how top-down mandated change shaped teachers' beliefs and attitudes with the macrosystemic values of the day. These values revealed the wayward beliefs and attitudes that played out in elitist behaviors that perpetuated resistance (Alexander & Morgan, 2016; Coleman, 1966; Fullan, 1993; Santiago, 2015; Tolnay et al., 2018).

Increasing student achievement is hinged on teachers' beliefs and attitudes about the ways in which new initiatives impact professional practice. If principals are ineffective in their attempts to increase teachers' professional capacity, then student achievement is doomed from the outset. As such, principals must leverage their interactions with teachers to establish change forces that generate desired outcomes (Fullan, 1993).

Review of Literature

Change begins in the mindset of individuals closest to the subject or object of change. Therefore, understanding the factors that influence teachers' responsiveness to change may develop leaders' capacity to demystify beliefs thought to be barriers to change initiatives (Bandura, 1986). This literature review analyzes the research about teacher resistance to change

and describes factors that drive such resistance. School leaders must attend to the notion of mandated change and its potential impact on teachers' beliefs and attitudes, as well as its effect on professional identity. The following recurring themes, professional identity, beliefs and attitudes, and mandated change are factors that drive teachers' decisions to accept or resist change. In this section, teacher responsiveness to change is explored by describing each factor and providing examples about how it might influence teachers' decisions to accept or resist change initiatives.

Teachers who resist change experience stress when personal belief systems are compromised beyond core values, especially if personal values compete with group norms (Norton et al., 2003). By delving into beliefs and attitudes that drive social norms in the environment, administrators are likely to gain insight that can be used to support teachers. The internal struggles that teachers experience during change initiatives are exposed and observed by others through social interactions, potentially manifesting as violations of individual conscience (Bandura, 1986). For example, a teacher who appears to resist implementing a mandated strategy may instead harbor feelings of inadequacy that manifest as defiance or noncompliance. In actuality, the teacher may simply lack the personal resources (human capital) such as knowledge and skill to implement the initiative, hence the need for professional development (Bronfenbrenner & Morris, 2006). Interestingly, inasmuch as teachers and administrators work toward common goals, barriers appearing as deficiencies may be resolved through professional development. If not, some teachers may forsake their personal beliefs by learning vicariously through the actions of resistant colleagues (Bandura, 1986). These individuals may, on occasion, validate personal beliefs through vicarious alliances. In doing so, superficial facades generate actions that only mimic cultural norms rather than validate authentic knowledge and

understanding about a change initiative. Such behaviors may be due to misconceptions about pending change (Bandura, 1986). To understand the genesis of these disjointed actions, school leaders need to understand how factors such as professional identity, beliefs and attitudes, and mandated change drive school culture, and ultimately, academic achievement. In the next section, each factor driving teacher resistance to change is explained in detail.

Factors Driving Teacher Resistance to Change

Guiding teachers toward attitudes that value a shared vision and mission require school leaders to understand teachers' personal characteristics (Bronfenbrenner & Morris, 2006; Irez & Han, 2011). That is to say, teachers given to generative dispositions may be more likely to create conditions that invite continuity and change, whereas teachers with disruptive dispositions are unwilling to defer self-gratification (Rosa & Tudge, 2013). By understanding these characteristics in teachers, leaders can assess and prioritize organizational needs. In this way, value is added to the collective work of the school. Although the main focus of this research addresses teachers' resistance to change, it is first necessary to clarify each factor that drives change. As such, each factor will be described and followed by current research that supports the importance of understanding why it is necessary to make provisions that aid teachers in accepting relevant change.

Professional Identity

Professional identity is described as a way of being; its design is based on four constructs outlined in social identity theory (Feldman & Weiss, 2010). The first identity type is nature. Unlike the remaining three types of identity, natural identity is in part biological but also social (Gee, 2000; Lasky, 2005). For example, the fact that an individual is born with a spleen is a force of nature and not a social construct (Gee, 2000). By contrast, when individuals' beliefs connect

with the beliefs of others during social interactions, meaning and codes of conduct are developed (Lasky, 2005). The feelings that follow these interactions intensify based on the strength of the relationship occurring within the environment. Iterations of social interactions produce favored responses and establish norms that provide individual and collective agency within an organization (Lasky, 2005). The latter three identities (institutional, discourse, and affinity) are used to describe how teachers construct social profiles of themselves and others (Gee, 2000). Additionally, these three remaining types of identity form a foundation for the evolution of teachers' professional identity. One could postulate ontologically that his or her inner-self shapes the essence of a person's identity, that is, his or her mind. Since the inner-self is absolute truth only to the person within whom it exists, it behooves us to examine additional thoughts about identity.

Professional identity is also described as the personal beliefs teachers have about themselves as a professional, including observations others make and ascribe as a result of frequent dialogue (Lasky, 2005). Furthermore, Lasky (2005) insists that professional identity evolves over time and throughout teachers' careers. Another thought suggests that individuals are social before they are psychological (Lasky, 2005; Vygotsky, 1962). If this statement is true, then it can also be said that identity as a construct gets its truest form or nature after one has learned from others during social interactions (Bandura, 1986). That said, the contributions individuals make during social interactions are no more than practiced iterations of observed behaviors from past experiences (Lasky, 2005). In other words, without intervention, a person's past experiences may be a strong predictor of future behavior. If these past behaviors are positive, then individuals' current and future interactions may work for the good of the collective

culture. Conversely, if these interactions are negative, the result may diminish the purpose and direction of the school.

To further illustrate identity, Gee (2000) postulated the next identity type, institutional, as a way of being that suggests position or authority in an organization. For example, a school teacher has positional authority over her students, while a school principal has positional authority over the teacher. Next, discourse identity is assigned by others through interpersonal relations that occur during interactions. Finally, affinity identity is made up of practices to which individuals ascribe. For instance, an individual may enjoy golf such that he or she continuously plays golf, watches golf on television, and perhaps attends an annual professional golf tournament. In this example, others would know this person due to his affinity for the sport of golf. Gee (2000) claims identity must have a system with which one can interpret meaning. For example, the language used to interpret identity can be historically or culturally motivated, perhaps by nature or tradition, or the evolution of institutional norms. Interestingly, teachers encompass portions of each identity type, creating a unique blend that shapes their professional self (Feldman & Weiss, 2010). Furthermore, one may postulate the construction of each identity type as either earned, claimed, or assigned (Feldman & Weiss, 2010; Gee, 2000). For example, institutional identity is earned through a position in the workplace, while discourse identity is claimed through dialogue by and between individuals. As people get to know others, opinions are formed that shape one's outlook on another individual and then assigned to each person. These attributes represent affinity identity and are assigned based on an individual's unique choice of practices. Interestingly, one can conclude that professional identity is largely based on the social construction others assign to a person (Feldman & Weiss, 2010; Gee, 2000). In either case, identity type adds unparalleled meaning to teachers' professional-self, thereby making

teacher identity a very complex yet powerful social construct (Feldman & Weiss, 2010; Gee, 2000).

Beliefs and Attitudes

Professional identity gives rise to the notion of networking. Teachers demonstrate networking when they align themselves with individuals who share the same or similar beliefs and attitudes. Inasmuch as teachers learn from one another, it is reasonable to suggest that behavior is a result of educators' mindsets or beliefs and attitudes. In fact, the literature indicates personal beliefs and attitudes are major drivers of change initiatives, citing administrators should consider the importance of understanding the emotional struggles teachers face during change initiatives (van Veen & Slegers, 2006). For some teachers, change is synonymous with death. That is to say, educators may grieve the loss of position, power, and perhaps identity due to an impending change initiative, which is suggestive of loss (Starr, 2011). Further, the discomfort that some teachers feel as a result of change may unleash emotional stressors that produce feelings of inadequacy. In some instances, teachers may go to extreme measures to regain control or position due to long-held beliefs and attitudes (Starr, 2011). For example, teachers who lack the professional capacity for change may gather allies and attempt to derail pending initiatives.

Given that teachers begin constructing their professional identity early in their career and that beliefs and attitudes begin taking shape at the outset of their career, it should come as no surprise that some teachers, particularly those individuals that are resistant to change, feel that change requires reconstructing an entirely new way of being (Vetter, 2012). Two points are noted about teachers whose beliefs and attitudes drive resistance to change. First, these individuals have a strong desire to block proposals for change, and these individuals are not opposed to undermining the authority of key change agents for personal gain (Starr, 2011).

Principals who have attempted to implement second-order change (i.e., change that directly impacts students) have labeled this type of change as the most difficult to initiate (Abbott et al., 2008; Starr, 2011). Notwithstanding the expertise teachers bring to the profession, it would behoove school leaders to carefully examine the factors that influence teachers' beliefs and attitudes so that unprecedented schemes do not derail change initiatives. Past experiences or lack thereof that guide teachers' beliefs and attitudes can shape current behavior; once this behavior is observed and practiced multiple times, it is internalized and displayed again and again (Lasky, 2005; Vetter, 2012). Others acting out of emotional distress may find these behaviors attractive and decide to resist or reject initiatives, especially if they do not recognize a viable need for the change (Zimmerman, 2006).

Mandated Change

School administrators are cautioned about teachers' mental preparedness for change, particularly mandated change (Lasky, 2005). For some teachers, the stress and exhaustion that accompany new initiatives likely lead to increased resistance (Lasky, 2005). Nevertheless, the stress brought on by top-down change may be attenuated with processes designed to ease implementation. A process for implementing change is suggested as a best practice for supporting teachers during new initiatives (Hord et al., 1987; Marzano et al., 1995). The first order of business in this approach is psychological in nature, with three phases that address concerns and prepare teachers for change. The first phase consists of three stages: (a) *awareness* of the change, (b) *information* about the change before implementation begins, and (c) understanding the *personal implications* to teachers. Making teachers aware of new initiatives by including them in the initial phases of planning may help teachers overcome personal concerns. In doing so, school leaders may relieve some of the stress teachers experience when preparing for a

change. After personal concerns have been conceptualized, the self-management stage connects the first order of business to the second order, managing the initiative. In other words, when teachers face challenges, supporting their needs with the required time, materials, and task preparations through structured processes designed to unravel management issues may free up mental space, so they are not overburdened with emotional stress. The last phase of concern involves three stages focusing on communication that responds to questions such as how the initiative affects students, what teachers are doing, and how the initiative can be reshaped to better serve students (Hord et al., 1987). A structured process implies that the core of change is commitment. Furthermore, this commitment asserts that the absorption of mandated ideals must be embedded into one's psyche before becoming a self-regulated guiding principle (Marzano et al., 1995).

Mandated change (otherwise known as top-down change) is often pushed out by school leaders who are responding to external change agents such as district-level administrators responsible for following state and federal guidelines concerning education. Although building-level administrators are accountable for these mandates, these individuals are often thought to be purveyors of information and thus are viewed as out-of-touch with change that directly impacts students (Abbott et al., 2008). These mandates usually include accountability requirements such as student learning outcomes that demonstrate proficient achievement levels on high stakes testing. Such outcomes are used to determine overall school performance grades and educator effectiveness. While state and federal edicts are necessary for outcomes, some teachers still fail to recognize the need for change, and in some cases, school principals fail to provide supportive leadership (Zimmerman, 2006). In either case, such top-down/mandated change require teachers and school principals to become partners in change efforts (Melville et al., 2012).

Teacher Capacity and Change. A person's capacity to change is, in part, influenced by his or her self-percepts (Bandura, 1986). For example, a teacher who believes him or herself to be competent in content knowledge may demonstrate this competence through masterful instructional delivery. Conversely, a teacher who believes he or she is less competent in content may struggle with subject matter and produce ineffective instructional delivery. In sum, teachers' beliefs about their capacity to successfully transfer knowledge is a matter of survival. In other words, change is constant, but productive change suggests that teachers' growth and development is an infinite chain of improvement that remains throughout their career (Fullan, 1993). Without developing the underlying skills (see Chapter 3) to sustain bi-directional interactions within the microsystem, teachers fail to build basic structural systems that support change (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006; Seaton, 2018).

Individual Differences. One study about resistance to change suggests that individuals who experience strong emotional resistance during change may harbor negative beliefs about initiatives that, over time, impact performance at work (Oreg, 2003). Furthermore, recent studies suggest that individuals with dispositional (attitudinal) resistance may outperform their counterparts on routine tasks but display adverse reactions to change during non-routine tasks (Oreg & Sverdlik, 2018). One implication for consideration by school leaders is how new initiatives requiring change influence the beliefs and attitudes of teachers. In essence, school leaders can leverage change so that new initiatives are sustained in the face of dispositional resistance.

One way school leaders can leverage change and sustain new initiatives is to remain abreast of state and federal mandates so that teachers are updated in a timely manner. In this way, change may not appear or feel emotionally distressing. If not, teachers may misuse power

and position, presenting challenges that thwart implementation (Melville et al., 2012). Teachers are particularly wary of new initiatives, especially when they are not included in the early stages of planning (Abbott et al., 2008; Clement, 2014). In fact, Clement (2014) argues that mandated change presented to teachers without the opportunity for input leads to implementation failure. As previously stated, change that directly impacts students is best implemented by teachers. Therefore, it is reasonable to believe that teachers play an important and very active role in change (Abbott et al., 2008; Starr, 2011).

In the section below, a list of terms and definitions are included to give the reader a clear understanding of the concepts used in this dissertation.

Operational Definitions

Term	Definition
Capacity	To reconstruct meaning through fundamental shifts in mindset.
Change	An individual's capacity to come to terms with reality based on beliefs and attitudes that are communicated clearly and accurately through new behaviors.
Innovation	An initiative or change
Moral Imperative	A binding or obligatory force compelling individuals to commit to educational change with a sense of urgency.
School Administrator	The term school administrator is used synonymously with school principal, assistant principal, intern, and school leader

Summary

Chapter 1 introduced three recurring themes as factors that drive teachers' responsiveness to change: (a) professional identity, (b) beliefs and attitudes, and (c) mandatory top-down change (Abbott et al., 2008; Feldman & Weiss, 2010; Gee, 2000; Lasky, 2005; Starr, 2011; van Veen & Slegers, 2006). Fundamental to learning why teachers resist change is the need to know and understand their perceptions about a change initiative. In doing so, school leaders gain insight into teachers' readiness for change. Inasmuch as teachers exhibit readiness for change by anticipating new initiatives, school leaders can leverage change through this readiness by discerning teachers' *moral imperatives* and unpacking their capacity for *change agency* (Fullan, 1993). Short of this preparation, continuity and change are stifled, and teachers are likely to continue resisting new initiatives without regard for the potential benefits to culture, climate, and student achievement (Bronfenbrenner, 1979; Inandi et al., 2013).

Some individuals subscribe to the belief that resistance to change is a result of long-held beliefs and attitudes shaped by teachers' experiences over time. Others believe teachers' lack of input in the early stages of change initiatives stifle generativity and therefore violate professional identity (Fullan, 1993; Hord et al., 2006; Marzano et al., 1995; Melville et al., 2012). Closer examination of change-forces revealed that principals could mitigate culture, climate, and student success through a change process, which is suggestive of investing in learning what teachers value so that change initiatives are viewed as investments instead of indictments (Fullan, 1993; Hord et al., 2006; Marzano et al., 1995; Melville et al., 2012). Such an investment may clarify the gap between old and new ways of being. One may infer that a tool in a good leader's toolkit is the capacity to understand how teachers identify with their professional practice. Too often, leaders miscalculate or fail to discern teachers' responses to change

initiatives, mistaking resistance as outmoded dysfunctional behavior (Zimmerman, 2006).

Putting school leaders on notice that teachers become their practice is a point of concern, which should be taken as a warning that teachers are not always resistant to change, but instead may need simple direction and purpose (Heifetz & Linsky, 2002). To that end, assessing teachers' beliefs and attitudes about change is a precursor to learning about the cognitions, emotions, and behaviors that influence teachers' decisions to accept or avoid change. In the next chapter, I will discuss a needs assessment, which was conducted in a rural school district located in North Carolina. This assessment revealed individual differences among teachers' beliefs and attitudes about change.

Chapter 2

Assessing Teachers Beliefs and Attitudes About Change

A clearly defined and agreed upon purpose for change is a primer for readiness when introducing new initiatives to teachers (Clement, 2014). Therefore, principals who seek ways to help teachers understand why change is necessary may also help them resolve personal misconceptions about pending initiatives. In this chapter, the results of a needs assessment that was conducted for the purpose of understanding teachers' beliefs and attitudes about resistance to change are discussed. The following research question guided this needs assessment: What can be learned about the beliefs and attitudes of teachers regarding resistance to change?

A clear understanding of teachers' misconceptions can help identify barriers and dispel misunderstandings so that readiness for change becomes the platform for implementation (Dent & Goldberg, 1999). Given that change occurs when new conditions challenge the status quo, administrators seeking to tip the scale of equilibrium should begin by assessing teachers' beliefs and attitudes (Dent & Goldberg, 1999). In this way, principals gain early insight into teachers' adverse feelings about change. Furthermore, the implementation of new initiatives may stand a better chance of survival if administrators are informed about the likelihood and frequency of potential resistance. Conclusively, teachers' beliefs and attitudes weigh heavily on how new initiatives are shaped and ultimately implemented (Abott et al., 2008). Thus, school leaders must understand teachers' personal concerns about initiatives so that new paradigms can evolve. If this understanding is used to support teachers, then complex non-linear problems that create resistance to change can be resolved (Fullan, 1993).

Context of the Study

Administrators in a North Carolina school district faced challenging behaviors from teachers when new initiatives were introduced and expected to be implemented. Although administrators were eager to implement change, teacher-readiness was often lacking. Behaviors displayed by teachers included resistance to the use of common formative assessments, as well as the use of student data to drive instruction. Reading and mathematics scores in one high school were among the lowest in the school district. Academic performance ratings began to decline in 2013-2014 and continued to decline throughout the 2014-2015 school year. To address gaps in learning and increase student achievement, school leaders attempted to shift to 21st Century pedagogical approaches. For example, teachers were directed to use formative assessment, which is a method to check for understanding during and after instruction. Likewise, teachers of same-subject content were directed to use common end-of-chapter or unit tests to generate data that could be used to inform next levels of instructional practices delivered to students who struggled or for those who need accelerated assignments in the content. Unfortunately, teachers with opposing beliefs about this initiative exhibited resistant behaviors. In some instances, these behaviors disrupted continuity and change, which stifled progress and also influenced student misconduct (Dweck, 2012; Rosa & Tudge, 2013).

Statement of Purpose

In 2015 a needs assessment was conducted to study teachers' propensity to resist or avoid change. Data were collected from teachers at four traditional high schools in one eastern North Carolina school district. Each high school had similar numbers of certified teachers, which accounted for a target population consisting of approximately 293 classroom teachers. Ninety

percent of these individuals were fully licensed classroom teachers. Twenty-three percent held advanced degrees, and 13% held National Board-Certification.

In the needs assessment, a survey research design was used to collect quantitative data from the Resistance to Change Scale (RTC; Oreg, 2003). Teachers responded to seventeen fixed-choice items to test individual differences about change. The instrument also included three interpretive questions designed to gain insight into teachers' professional identity. Rather than confuse resistance to change with teachers' personal concerns about change, the main research question (What can be learned from teachers' beliefs and attitudes regarding resistance to change?) guided the research. As a result of the needs assessment findings, additional research was conducted to develop an intervention designed to instill moral imperatives into organization practices and build capacity for change in teachers (Fullan, 1993).

Research Design

The research in this dissertation was conducted by an educator with more than 25 years of experience. This experience includes roles such as classroom teacher, school counselor, and assistant principal, as well as principal at the elementary, middle, and high school levels. In addition to these roles, the educator currently serves as a district-level administrator. In these roles, the previously mentioned educator engaged in ethically responsible behavior, which yielded positive interactions between key stakeholders (e.g., central office administrators, building-level administrators, and classroom teachers); that is, those who in some instances mandate change and those responsible for implementing change. As an instrument in this research, the nature of this educator's relationships with stakeholders is mesosystemic. In other words, the student researcher invites school administrators and teachers from schools within the

district to engage in activities that support professional growth and development for purposes of sustaining the implementation of new initiatives (Bronfenbrenner, 1979).

Because the work within and between nested systems in the school district is reflexive, opportunities for growth evolve through new and existing interrelationships (Bronfenbrenner & Morris, 2006; Jaeger, 2017). This reflexive nature also fosters continuity and change in groups of developing persons (teachers), which speaks to the research question previously mentioned (Bronfenbrenner & Morris, 2006). Survey research was used to learn more about teachers' propensity to resist or avoid change. In doing so, the design was instrumental in identifying teachers' cognitions, emotions, and behaviors toward acceptance or avoidance of change (Creswell & Plano Clark, 2011; Tashakorri & Teddlie, 2010).

Participants

The school district in this research was selected based on informal observations that revealed teachers exhibiting resistant behaviors when making decisions about accepting or avoiding new initiatives. These observed behaviors prompted administrators to conduct a formal needs assessment. Permission was requested from the superintendent of schools to recruit participants. Permission was granted with the stipulation that building-level administrators be informed before recruiting participants. Once high school principals were notified and permission granted to communicate with staff, two hundred ninety-three teachers were informed about the research via school email accounts. A copy of the needs assessment informed consent document is located in Appendix A.

Convenience sampling was used to gain access to participants. The sample ($n=61$) included 44 females and 17 males ranging in age from 28 to 61 years. Years of experience and demographics by race are displayed in Tables 2 and 3.

Table 2*Participant Demographics*

Race	<i>n</i> (%)
White/Caucasian	51 (83)
Black/African American	8 (13)
Hispanic/Latino/Asian	2 (4)

Table 3*Participant Years of Experience*

Years of Experience	<i>n</i> (%)
0-5	17 (28)
6-15	24 (39)
16-20	13 (21)
21-25	3 (5)
26-30	2 (3)
31-35	2 (3)

Instrumentation

After reviewing the literature, four factors influencing teacher resistance to change were identified: routine seeking, emotional reaction, short-term focus, and cognitive rigidity. For purposes of resistance to change, the following definitions were used to clarify the meaning of each construct. Routine seeking was defined as the inclination to adopt routines (Oreg, 2003). Emotional reaction represented the amount of stress and uneasiness induced by change (Oreg, 2003). Short-term focus was the extent to which teachers were distracted by the inconvenience associated with change. It is important to note here that emotional reaction and short-term focus were combined to represent the affective (emotions) dimension. And finally, cognitive rigidity was the frequency and ease with which teachers changed their minds (Oreg, 2003).

Resistance to Change Scale

The constructs defined above were measured using the Resistance to Change Scale (RTC; Oreg, 2003). The scale predicts reactions to change, namely resistance, by measuring responses to 17 fixed-choice items scored on a Likert scale ranging from strongly agree to strongly disagree. An individual's level of resistance is conceptualized into one of three dimensions, (a) behavioral, (b) affective (emotions), and (c) cognitive (Inandi et al., 2013; Oreg, 2003).

The first five items on the instrument make up the behavioral dimension. This dimension considers whether individuals are reluctant to give up old habits, instead preferring routines. These individuals neither seek nor do they want to be stimulated by change (Oreg, 2003). The next eight items on the instrument speak to the affective dimension. This area includes emotional reactions and short-term focus. These two components address individuals' level of stress, as well as the inconvenience they perceive as due to change (Oreg, 2003). Finally, the cognitive dimension encompasses rigidity. This dimension considers how easy and often individuals change their minds (Oreg, 2003).

The instrument was developed by Shaul Oreg in 2003 and had a total alpha coefficient of .92. The alpha coefficients for routine seeking subscale, emotional reaction, and short-term focus were also rated high (.89, .86, and .71, respectively); cognitive rigidity presents a moderately strong reliability of .68 (Oreg, 2003, p. 682). Dr. Oreg, an Associate Professor of Organizational Behavior, authorized the use of the instrument for this research.

Interpretive Questions

Identity is a stratified mix of individual beliefs and values. This mix is shaped and represented by the collective behavior of teachers in context (Vetter, 2012). In this study, the supplemental questions were used to activate emotions for the purpose of helping teachers peel

back internal layers of thought. As such, long-held beliefs might be understood and perhaps used to illicit readiness for change. Additionally, understanding the factors that lie beneath teacher beliefs and attitudes may support school leaders in their attempts to transform school culture and increase academic outcomes.

Three open-ended supplemental questions were added to gain an understanding of teachers' personal descriptions about professional identity (Gallchoir et al., 2018). Although the supplemental items were not based on literature, they were included as an attempt to gain insight into the way teachers' might connect their personal and professional identities. The interpretive questions are listed below. See Appendix C for a detailed view of the complete RTC instrument, including the three supplemental questions.

1. Name an adjective that defines you and then describe your professional identity in the context of this word.
2. If you were not an educator, describe yourself using your best choice adjective.
3. Describe the mental model or conceptual framework that guides your thinking about decision-making.

Procedures

Survey and Data Collection

After informed consent was obtained from participants, the questionnaire was distributed electronically via employee email. During one week in April 2015, data were collected in a Google response spreadsheet. After the survey closed, responses were loaded into the Statistical Package for Social Sciences (SPSSv22) software for analysis. The output was used to inform the first research question: What can be learned from the beliefs and attitudes of teachers regarding resistance to change?

Data Analysis

As mentioned previously, the aim of this study was to learn more about teachers' beliefs and attitudes regarding change. At the time of this research, a national sample ($n=7617$) of individuals yielded a mean RTC score of 3.08 with a standard deviation of 1.10 (Oreg, 2015). Table 4 displays scores of the sample population in this study. The mean score of teachers, 3.15, is higher than the national mean of 3.08. The standard deviation for teachers, .61, is lower than the national standard deviation of 1.10, which suggests more variance in the national scores. The variance in the national study may be attributed to the differences in occupations, ages of participants, and other aggravating variables. Less variance in the teacher sample from this study may be suggestive of a more homogeneous population of teachers within the school district, thereby responding to questions related to similar work experiences. The national mean and standard deviation for each dimension was not available for comparison.

Table 4

Means and Standard Deviations

Dimension	<i>M</i>	<i>SD</i>
Overall	3.15	.61
Behavior	2.81	.74
Affective	3.13	.77
Cognitive	3.61	.85

As previously mentioned, the sample ($N=61$) in this study had an overall mean score of 3.15 on the RTC with a standard deviation of .61. Oreg (2003) points out that individuals who are cognitively rigid do not change their minds easily. In fact, such individuals are thought to approach change with a fixed mindset (Oreg, 2003). The mean overall score for the cognitive domain was 3.61, with a standard deviation of .85. Since education professionals are responsible

for preparing children for their ultimate life goals, and teachers are closest to the subject or object requiring change, it is not unreasonable to expect teachers to be open to and perhaps less rigid about impending change (Abbott et al., 2008; Starr, 2011).

Survey Findings

Behavior Dimension

The first five items on the RTC instrument make up the behavior dimension, which determines whether individuals are married to old habits. Findings for this dimension are displayed in Table 5. Fifty-nine percent of teachers responding to items in the behavior dimension indicated a preference for a routine day over a day full of unexpected events. A little more than one-third of the respondents indicated looking for ways to change if life forms a stable routine.

Table 5

Behavior Dimension: Routine Seeking

Behavior Dimension Items 1-5	<i>M</i>	<i>SD</i>	Number Agree <i>n</i> (%)
1. I generally consider changes to be a negative thing.	2.11	.839	3 (5)
2. I'll take a routine day over a day full of unexpected events any time.	3.66	1.29	36 (59)
3. I like to do the same old things rather than try new and different ones.	2.43	1.008	11 (18)
4. Whenever my life forms a stable routine, I look for ways to change it.	3.30	1.124	23 (38)
5. I'd rather be bored than surprised.	2.18	.983	7 (11)

Based on reverse coding, a method used to score items that are negatively worded, responses for item four indicate 62% of respondents consider ways to change when their lives form routines, yet 95% of the respondents do not consider change to be a negative thing (Oreg, 2003). Furthermore, approximately 90% agree that they like routine, prefer doing the same old thing, and would rather be bored than entertain a day of unexpected events. In light of the fact that the survey findings are suggestive that an overwhelming majority of respondents believe change is not a negative thing, one has to wonder why so many respondents appear to be married to old habits.

Affective Dimension

Forty-seven percent of the items on the RTC instrument were devoted to concerns about stress and the inconvenience brought on by change. The Affective Dimension was comprised of emotional reactions and short-term focus. Table 6 displays findings relative to this dimension. Sixty-seven percent of teachers responding to Item 8 reported being stressed out when things do not go according to plans. Similarly, 56% expressed tensing up a bit after being informed about a change, and 51% reported that they would feel stress if informed about a significant change regarding the way things are done at work.

Conversely, only 31% reported feeling uncomfortable if the boss changed the performance grading criteria. Likewise, only 31% of respondents admitted change was a real hassle. Twenty-three percent reported resisting change even when they feel pressured to change. Twenty-one percent reported discomfort even though the change may improve their lives, and finally, 20% of respondents agreed that they avoid change even if they know it will be good for them. Taken together, emotional reactions and short-term focus influenced the majority of teachers' concerns regarding their rationale for resisting change. These findings are consistent

with the literature, which indicates change is personal, thus inhibiting teachers' proclivity to respond favorably to new initiatives (Fullan, 2000; Margolis & Nagel, 2006; van Veen & Slegers, 2006; Vetter, 2012).

Table 6

Affective Dimension: Emotional Reaction and Short-Term Focus

Affective Dimension Items 6-13	<i>M</i>	<i>SD</i>	Number Agree <i>n</i> (%)
Emotional Reaction			
6. If I were to be informed that there's going to be a significant change regarding the way things are done at work, I would probably feel stressed.	3.46	1.246	31 (51)
7. When I am informed of a change of plans, I tense up a bit.	3.46	1.177	34 (56)
8. When things don't go according to plans, it stresses me out.	3.82	1.258	41 (67)
9. If my boss changed the performance grading criteria, it would probably make me feel uncomfortable, even if I thought I'd do just as well without having to do extra work.	3.10	1.121	19 (31)
10. Changing plans seems like a real hassle to me.	3.05	1.132	19 (31)
Short-Term Focus			
11. Often, I feel a bit uncomfortable even about changes that may potentially improve my life	2.69	1.177	13 (21)
12. When someone pressures me to change something, I tend to resist it even if I think the change may ultimately benefit me.	2.74	1.139	14 (23)
13. I sometimes find myself avoiding changes that I know will be good for me.	2.69	1.119	12 (20)

Cognitive Dimension

The cognitive dimension reveals how easily and often individuals change their minds. Participant responses were consistently similar across Items 14-16. That is to say, 47% of the respondents reported that they often change their minds, while 41% stated they do not change their minds easily, and 46% indicated that once they have made a decision, they are not likely to change their minds. Conversely, 75% of the responses for Item 17 revealed that participants'

views are very consistent over time. Given the preceding measures and their subsequent outcomes, one might conclude that while participants may or may not change their minds often and/or easily, the process these individuals use to make decisions may be inconsistent over time. Given the similar responses in Items 14-16, one might conclude that teachers spend valuable time in their attempts to accept or resist change. As such, the notion that 75% of respondents indicated that their views remain consistent over time is suggestive that these individuals are slow to change, thus demonstrating a propensity to resist change. See Table 7.

Table 7

Cognitive Rigidity

Cognitive Dimension Items 14-17	<i>M</i>	<i>SD</i>	Number Agree <i>n</i> (%)
14. I often change my mind.	3.43	1.231	27 (44)
15. I don't change my mind easily.	3.33	1.217	25 (41)
16. Once I've come to a conclusion, I'm not likely to change my mind.	3.37	1.188	28 (46)
17. My views are very consistent over time.	4.18	1.112	46 (75)

Interpretive Questions

The following three interpretive questions were added to the RTC instrument by the researcher to gain additional insight about teachers' professional identity: Q18) Name an adjective that defines you and then describe your professional identity in the context of this word, Q19) If you were not an educator, describe yourself using your best choice adjective, and Q20) Describe the mental model or conceptual framework that guides your thinking about decision-making. Participants were asked to use an adjective to describe their professional identity; the most duplicated response was open-minded at 7.5%. Fourteen percent of respondents stated that if they were not educators, they would be caring individuals. Finally,

52% of participants indicated that they make decisions by weighing pros and cons; 33% reported creating a plan before making decisions, and finally, only 6% indicated collaborating with others (e.g., colleagues and/or a supreme being). Interestingly, only 3% actually mentioned making ethically sound decisions. For example, one individual stated that decisions should be based on possible outcomes that maximize the benefits for the majority of the people.

Data Collection and Analysis

Qualitative data were collected in the Google response spreadsheet. Adjectives taken from participant responses were written on post-it notes and grouped together by theme for each question. The words were sorted and coded into the most common themes, which depicted the most prevalent responses. The common themes for each question are displayed in Table 8.

Table 8

Supplemental Questions

Interpretive Questions – Major Theme Words	
Q18. Adjective that defines you . . .	Open-Minded – 7.5% (All other responses were widely varied)
Q19. If you were not an educator, describe yourself . . .	Caring – 14% (All other responses were widely varied)
Q20. Mental model that guides your decisions . . .	Pros vs. Cons – 52% Plan (no formal process) – 33% Collaboration – 6%

Note. Word outcomes for each of the interpretive questions are displayed in the graphics below each narrative.

Q18 Adjectives Teachers Used to Define Themselves. Most participants described themselves as organized and caring, then hardworking or creative. Interestingly, only a small percentage of respondents described themselves as dependable and flexible. Important to note here is the mean score (3.61) for cognitive rigidity, which is defined as the ease or discomfort with which individuals change their minds. In other words, teachers in this sample ($n=61$) are

more often than not, likely to be inconsistent about decisions relative to change. The data derived from the Affective Dimension supports this notion as well. For example, Item 8 in the emotional reaction subscale suggests that 67% of participant responses indicate when things do not go their way, teachers tend to stress out. These descriptors may suggest that individuals who have a tendency to overachieve and are dedicated to a routine way of accomplishing tasks may find change difficult because it requires a disruption of personal conventions that drive the status quo. As such, these individuals are likely to resist change.

Q19 Adjectives Teachers Used to Describe Themselves If Not an Educator. The second interpretive question revealed comments from participants indicating if they were not teachers, they would be caring individuals. It may be possible that these responses support the research regarding emotional stress brought on by change. However, these responses may also be indicative of change that manifested negative emotional reactions from teachers, thus stifling implementation on a given initiative (Marzano et al., 1995; Starr, 2011; van Veen & Slegers, 2006; Zimmerman, 2006). In either case, it is unclear if participants are positing themselves as happy, caring, and outgoing educators in their current roles, or if their responses suggest they are unhappy, callous, and reclusive educators with a preference for other career options. Clarity regarding participant responses to Q19 is required to reveal a more comprehensive understanding of teachers' views about this item.

Q20 Teachers' Framework for Making Decisions. Although most participants stated they plan prior to making decisions, none of the participants named a formal process that demonstrated how their plans were developed and subsequently carried out. Using an eclectic approach to plan for change initiatives in an organization, which requires a formal work-flow or process, may devalue if not diminish attempts to integrate new initiatives.

Discussion

The purpose of this needs assessment was to learn about teachers' beliefs and attitudes regarding resistance to change, an effort to help principals instill moral imperatives and build teachers' capacity for change. Ultimately, if principals understand the underlying influences that drive teachers' behaviors toward resisting change, then they can begin to close the gap that exists between the status quo and innovation.

Teachers' Beliefs and Attitudes

Item responses on the Resistance to Change instrument (RTC; Oreg, 2003) suggest that change can be highly emotional for some teachers. Such emotional reactions may illicit rigid cognitions that result in resistant behavior. This insight also suggests that some teachers may not be prepared to engage in new initiatives, especially if the change does not align with their beliefs and attitudes. For example, one can conclude from Item 14 that 56% of respondents do not change their mind *often*, yet in Item 15, 58% indicate that their mind is changed *easily*, thus suggesting an opportunity for principals to coach teachers in an effort to gain an edge on implementation. The task for principals is to uncover the underlying concerns that so often influence the direction of the change process.

Based on the results of the needs assessment, 75% of respondents stated that their views are consistent over time. This statistic is critical for principals to consider as they begin to unpack teachers' concerns about change. In doing so, they may gain insight into the rationale for resistant behavior. Drawing from these insights, principals may find that coaching teachers through change initiatives is a viable option for successful implementation. A study regarding why individuals want to become teachers revealed the most frequent response as making a difference by contributing to society (Stiegelbauer, 1992). Fullan (1993) explains in the context

of caring that teachers need to be explicitly reminded of the moral obligation that binds individuals to the teaching profession. Furthermore, Fullan (2016) suggested that moral purpose is broader than the individual, and therefore must be understood as a matter that contributes to social and public purpose (i.e., for the good of society). Ultimately, if principals are acutely aware of concerns that propel resistant behaviors, then high-yield strategies may leverage teachers' purpose and power such that favorable responses to new initiatives are inevitable (Fullan, 2016; Fullan & Hargreaves, 1991).

Moral Imperative

Given that a large portion (67%) of teachers feel stressed out about change, it is reasonable to believe that new initiatives evoke strong emotional reactions from some teachers. The data suggest that these teachers view change as disruptions in their professional practice or perhaps threats to professional identity. In either case, although teaching is a professional experience, as such, it is inherently personal. Therefore, teaching should be accompanied by the moral obligation to pursue a better society (Fullan, 2016; Stiegelbauer, 1992). Interestingly, professional identity evolves from the interpersonal experiences occurring within the school ecosystem (Fullan & Hargreaves, 1991). These interactions become generative over time through pivotal actions (e.g., professional development designed to enhance mindset) occurring between and among colleagues during the change process.

Behavior, cognitions, affect (i.e., personal factors), and environment are all determinant responders of each other (Bandura, 1986). As such, these factors depend on one another to drive outcomes. Therefore, enhancing the possibility of success during the change process requires a shift of mind (Fullan, 2016). Since teachers are thought to have the greatest impact on student outcomes, principals must leverage this power by guiding them toward new paradigms (Abbott

et al., 2008; Fullan, 2016). The needs assessment revealed an opportunity to leverage this power. The responses to Item 15 indicate 58% of teachers will easily change their mind. Therein lies an opportunity to uncover teachers' concerns. For example, principals can construct processes wherein interactions transform teachers' cognitions, evoking a sense of moral obligation that propels engagement and results in successful change.

Building Capacity

Closing the gap between the status quo and innovation occurs when principals create synergistic activities that beckon the tipping point to yield in favor of a better society. The needs assessment revealed an opportunity for such an activity. In light of the fact that two-thirds of respondents reported feeling stressed-out when things do not go as planned, principals can discern these stressors by enhancing teachers' capacity for change. In doing so, teachers begin to embrace personal vision, inquiry, mastery, and collaboration (Fullan, 2016). Three-fourths of the respondents reported that their views are consistent over time; here again is an opportunity for principals to match the tenets of teacher capacity (vision, inquiry, mastery, and collaboration) to the tenets of organizational capacity: shared vision, structures, norms, and practices to inform the change process (Fullan, 2016). These matched pairs empower teachers and thus shape or, in some instances, reset teachers' capacity for change.

The notion of matching teacher capacity to organizational capacity resonates during synergistic activities that bind individuals to the collective organization (Fullan, 2016). Such activities raise purpose and power to a conscious level and thus are regarded as the vehicle for change (Bronfenbrenner & Morris, 2006). Teachers who exhibit strong emotional reactions and rigid cognitions must experience growth and development if they are expected to move beyond resistant behaviors. Consistent with Bronfenbrenner's (1979) ecology of human development,

wherein individuals participate in social interactions to produce ecological transitions, teachers who know, understand, and commit to a shared vision, organization structures, norms, and practices of inquiry are more likely to transcend resistance through purpose and power. In doing so, principals and teachers build professional capital that can be redeemed for successful innovations.

Limitations

Given that the growth and development of teachers are essential to successfully implementing change, it stands to reason that principals' leadership skills are suggestive of the quality of professional capital within school improvement initiatives (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006; Fullan & Hargreaves, 1991). Unfortunately, the needs assessment for this cross-sectional study was limited in its capacity to generalize the findings to the entire population of teachers in this small rural school district. Moreover, this study is also limited in its capacity to determine principals' propensity to lead change.

Research that demonstrates the ways in which principals can influence change is critical to aid in an intervention for teachers who exhibit resistant emotional reactions and cognitive rigidity toward change. Such research is particularly important to school leaders who attempt to raise student achievement outcomes. Inasmuch as principals push out new initiatives, it is important that they understand how to support teachers without encouraging baseless agreement. In other words, supporting teachers must not be accompanied by agreement bias, that is, teachers should not feel as though they are required to agree with an initiative simply because an edict from the school principal is pushed out. As previously mentioned, one of the factors influencing teachers' decisions to resist change is top-down or mandated change.

Summary

Although the needs assessment was conducted in a small school district, 90% of the teachers in the sample were fully licensed classroom teachers, some of which held advanced degrees and national board certifications. Such accolades are lauded as credentials awarded to individuals who are recognized for the highest level of teaching practices. Yet, the mean score (3.15) of the sample population ($n=61$) for resistance to change was greater than the national mean score (3.08), which included a population greater than 7,000 individuals at the time of this needs assessment. One might conclude that teachers who earn such accolades would enter the profession with a renewed sense of moral imperatives and open minds with which to embark on innovative endeavors.

Notwithstanding advanced degrees and national board certifications, such accolades hardly guarantee teachers' mindsets are absent the effects of lived experiences. In fact, as previously stated, professional identity begins at the outset of teachers' careers, but personal identity has been shaped and affected by every experience individuals have lived long before becoming educators (Fullan & Hargreaves, 1991; Lasky, 2005). For this reason, the challenge facing principals is the sense of urgency required to intervene on behalf of students. Simply stated, principals have a moral obligation to lead teachers to insight regarding school improvement. If not, change may become a casualty when teachers exhibit resistant behaviors. Hence, the daunting task for principals is the urgency of a needed intervention that closes the gap between the status quo and innovation. To that end, the results suggest the need for a series of professional development activities designed to equip principals with strategies that focus on successfully implementing change as well as learning how to understand and address the concerns teachers express about new initiatives (Hord & Roussin, 2013).

Chapter 3

Thinking About Readiness for Change

Assessing beliefs and attitudes regarding change began as an opportunity to learn about teachers' propensity to accept or resist new initiatives. One can infer from the results of the needs assessment described in Chapter 2 that successful school improvement initiatives are influenced by teachers' growth and development. As such, growth and development, and total school improvement are mutually inclusive. In fact, "The hallmark of human nature is [noted as] each person's great capacity to adapt, to change, and to grow" (Dweck, 2012, p. 614). Therefore, establishing a clear understanding of how to address teachers' concerns about new initiatives and the change process may ease principals' attempts to guide teachers through successful implementation efforts (Fullan, 1993; Fullan & Hargreaves, 1991). In other words, if teachers approach change with marginal capacity regarding a pending initiative, then principals can expect that change is destined for failure.

Since school administrators are expected to manage multiple change initiatives simultaneously, building capacity for change is a necessary on-going process wherein teachers must learn to do something new or different (Fullan & Hargreaves, 1991). Taken together, teachers' and school administrators' collective efforts can mobilize change in a direction that influences success. To further illustrate this point, the next sections describe the rationale for using a conceptual framework to provide a foundation for the intervention in the present study. Subsequently, a synthesis of the literature is provided and contributes to the argument for the intervention. Finally, an overview of the intervention is included at the end of this chapter.

Conceptual Framework

Inasmuch as school leaders attempt to implement change, initiatives become moot points without strategies that attenuate resistance. Interestingly, an important aspect of change involves personal paradigm shifts. That is to say, school administrators must engage teachers in processes that encourage new ways of thinking about change. Hence, it was necessary to use a conceptual framework for this study, as no single theoretical framework addresses the unique nuances relative to human behavior, least of all in the context of teacher resistance to change. The framework, Concerns-Based Adoption Model (CBAM) and the Triple-I (traditional) Change Process are described in each section below to provide insight about reducing teachers' resistance to change.

Concerns-Based Adoption Model

Inasmuch as change brings about new cognitions, heightened emotions, and myriad behaviors, it is imperative that administrators equip themselves with a plan that lays the foundation for successful school improvement outcomes. The Concerns-Based Adoption Model (CBAM), in its most simple form, can be thought of as a problem-solving model (Hord & Roussin, 2013; Hord et al., 2006). Through this model, several assumptions about change offer insight into the successful implementation of new initiatives. First, it is believed that change happens incrementally. In other words, change is not an event; it is a process that occurs over time (Hord et al., 2006). Therefore, it is important to understand that change does not happen in a vacuum, nor is it a linear process. Instead, change is complex and, in many ways, chaotic (Fullan, 2016).

Leaders must grapple with the notion that as teachers' professional identity is shaped, so too are their beliefs and attitudes. As such, they need to be prepared for change well in advance

of implementation and certainly ahead of the initial (adoption) phase (Hord et al., 2006). Another assumption is that teachers are strong influencers of change, especially when it is relevant to school culture and academic improvement (Abbott et al., 2008). Each teacher's unique professional identity drives and is driven by personal beliefs and attitudes that inform and shape decisions, which are displayed in their behaviors (Feldman & Weiss, 2010; Lasky, 2005). As such, resistant behaviors may be products of a multitude of concerns driven by faulty cognitions, beliefs, and attitudes (Feldman & Weiss, 2010). Notwithstanding the fact that many teachers bring an array of talent to the classroom, their beliefs about change vary depending on the context, which is why change can appear chaotic at times, thus driving the need for school administrators to evaluate expressions of concern. Such evaluations can be conducted using a structured process within the CBAM (Hord & Roussin, 2013).

Components of CBAM

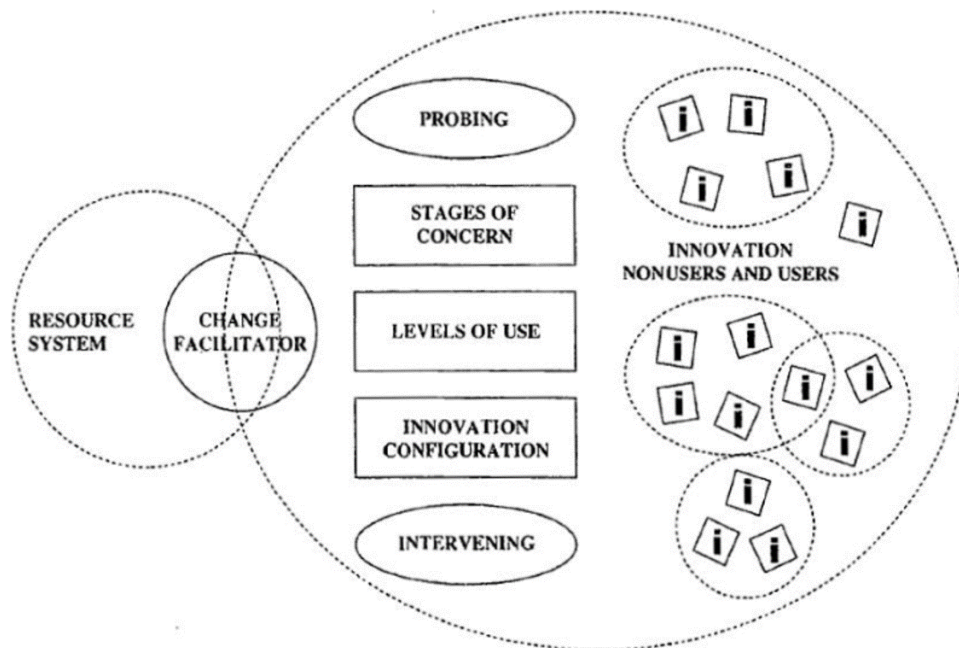
Central to the CBAM is the notion that people who are most affected by a change are also the most important factor related to the change (Hord et al., 2006). Because change is complex, usually taking several years to be institutionalized, the focus of change must be on the individuals responsible for implementation, teachers (Fullan & Hargreaves, 1991; Hord et al., 2006). For this reason, school leaders must attenuate the stress and discomfort that teachers feel is brought on by new initiatives. Interestingly, administrators responsible for *managing* change often disregard the concerns of teachers yet hold them responsible for outcomes of new initiatives (Hord et al., 2006). Such oversights can be costly to school culture, as well as students' academic outcomes.

CBAM consists of three distinct components or constructs (Stages of Concern, SoC; Innovation Configurations, IC; and Levels of Use, LoU; Hord et al., 2006). See Figure 2. Each

component can be used to evaluate change, which is important to school leaders because the outcomes of such appraisals can help resolve teachers' concerns about pending initiatives (Hord et al., 2006). Evaluating change using the CBAM can occur before, during, and after any phase of the change process.

Figure 2

Concerns Based Adoption Model (George et al., 2013)



One can see that the Resource System and Change Facilitator on the left side of Figure 2 are connected to the CBAM, forming a Venn diagram, which is suggestive of additional components outside of materials and supplies that represent significant value in the change process. This value consists of the professional capacity of teachers, who drive organizational change, a “comprehensive and fundamental way to capture the deep experience and meaning of change for teachers” (Fullan, 2016, p. 121). Tapping into teachers’ personal meanings of change can unfold the quality of existing professional capacity. In doing so, administrators can assess human capital and design activities that produce growth and development. Such activities may

lead to group cohesion, thus enhancing the quality of collective contributions to school improvement.

Essentially, school improvement is founded on the primacy of the professional capital existing in an organization (Fullan, 2016). Professional capital is made up of human capital—individual quality, social capital—collective group quality, and decisional capital—the quality of decisions made through individual and collective efforts. Connecting the professional capital in the school to the change facilitator (i.e., school administrators) calls to action the notion of *probing* into teachers' expressions of concern about change, as well *intervening* or problem-solving to determine the *why, what, and how* teachers are or are not interacting with an initiative/innovation. Two dimensions (Stages of Concern and Innovation Configurations) of the CBAM are described in the sections below. These descriptions provide more insight into probing and intervening. Since this research weighs heavily on the initial and implementation phases of the change process, the Levels of Use dimension is not described here.

Stages of Concern (SoC). A considerable amount of research is devoted to the Stages of Concern (SoC) dimension of the CBAM. This attention can be attributed to the fact that the SoC component aligns very well with all phases of the change process (Fullan, 2016; George et al., 2006). For example, administrators can check the pulse of an innovation by using one of three methods to evaluate concerns: informal face-to-face interview, formal interview using a writing prompt, or by using the Stages of Concern Questionnaire (SoCQ; Hord & Roussin, 2013). The SoCQ is a 35-item instrument designed to measure concerns using a Likert scale ranging from (0) irrelevant to me to (7) very true of me. Each dimension of the CBAM is wrapped around three constructs, which include concerns about one's *self*, the *task*, and the *impact* of an

innovation. Table 9 displays the Stages of Concern (SoC) and a short description of the dimensions surrounding each stage.

Table 9

Stages of Concern (Hord et al., 2006)

	Stages of Concern	Expressions of Concern
	6 Refocusing	I have some ideas about something that would work even better.
Impact	5 Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
	4 Consequence	How is my use affecting kids?
Task	3 Management	I seem to be spending all my time getting material ready.
	2 Personal	How will using it affect me?
Self	1 Informational	I would like to know more about it.
	0 Awareness/Unconcern	I am not concerned about it (the innovation)

All teachers begin the change journey with or without informational and personal concerns, as do school administrators (Hord et al., 2006). However, since school administrators are responsible for leading teachers and managing change, and teachers are responsible for the actual implementation of change, it stands to reason that teachers' concerns must be addressed as a matter of priority in schools. This starting point is true even when teachers have prior knowledge about an innovation. For example, teachers' concerns about a change in one setting may take on new meaning if their setting or job changes. The fact that situations and circumstances vary as cultures change supports the notion that teachers respond to change based on context, whether physical, social, or political (Bandura, 1986; Bronfenbrenner, 1979; Steckler & Linnan, 2002). To that end, the more attention given to resolving lower-level concerns (i.e.,

informational, personal, and management), the better chances teachers will progress through each phase of the change process with minimal distractions.

After a quick review of Table 9, one can see the progression of concerns from stage zero, no concern, to stage one, informational, and then on to stage two, personal concerns. These three stages encompass lower-level concerns within the *self* dimension. Later, the researcher will demonstrate how concerns about *self* align with phases of the change process. Typically, teachers move into stage three, management, which is the *task* dimension, after they believe their personal concerns have been resolved (Hord et al., 2006). However, research also suggests that the developmental progression from one stage of concern to the next sequential concern may not necessarily be linear (Roach et al., 2009; Saunders, 2012). Interestingly, any number of teachers can be at any stage of concern in any dimension at any given time during the change process. Because the complexity of change involves a host of implementers (teachers) moving through the change process while exhibiting any number of concerns in back and forth, give and take motions, the concerns hold unique meaning for teachers, especially as new information is gathered and learned.

The unique meaning constructed from new beliefs and attitudes may reshape teachers' perspectives (Fullan, 2016). With these new perspectives, teachers begin to make sense of new initiatives and understand the expectations of implementation in addition to balancing other responsibilities. For this reason, it is important to involve teachers in new initiatives as early as possible. Once teachers begin to make sense of new initiatives, they begin to consider how an innovation affects students, which is stage four, consequence. Notice in the first column of Table 9, the concerns have moved away from the *self* and *task* dimensions. When this movement occurs, teachers enter the *impact* dimension. Additionally, teachers may become curious about

how other teachers are implementing the innovation. In this Stage 5 concern, teachers begin to understand the need for collaboration. Finally, collaboration leads to generativity. In other words, teachers display new beliefs and attitudes in Stage 6 concerns, refocusing. That is to say, teachers begin to create new ideas or reshape the status quo through capacity building activities, ownership, and commitment, shaping the innovation in such a way that new perspectives are formed, leading to potential sustainability (Fullan, 2016; Hord et al., 2006). These activities may lead to new instructional strategies that are customized to student needs. Over time, teachers raise the bar by institutionalizing the innovation.

Innovation Configurations. Innovation configurations (IC) are maps that introduce teachers to new initiatives. IC Maps help teachers visualize expectations by depicting the major components of an initiative. In addition to depicting major components, IC Maps display variations of each major component by shedding light on how the components are to be utilized (Hord & Roussin, 2013). IC Maps are helpful to school leaders because they represent action-oriented steps toward change.

Oftentimes creating a vision for school improvement falls short because individuals' personal visions do not align with that of the organization (Fullan, 2016; Senge, 2006). Conversely, if organizational conditions are not conducive to communicating a shared vision, then individual purpose and power are forfeited (Fullan, 2016; Senge, 2006). Essentially, without personal vision, there can be no shared vision; the two are mutually inclusive. Because teachers are the main force or change agent relative to implementing new initiatives, by helping teachers construct new mental maps, administrators catalyze the process of change. One way to operationalize a new initiative is through the use of IC Maps. These maps provide access to information regarding the change. According to Roach et al. (2009), IC Maps can guide teachers

through the implementation phase of change by providing information about the research regarding a new initiative that includes what the innovation looks like in practice. In other words, IC Maps describes what teachers should be doing to implement an innovation with fidelity (Hord & Roussin, 2013). Getting teachers involved in preparing IC Maps is also a way to include them in the initial phase of a change process. Figure 3 depicts a sample IC Map Template. As previously mentioned, IC Maps are a dimension of the CBAM and can be used to evaluate the success of implementation efforts.

Figure 3

Innovation Configuration Map (Hord & Roussin, 2013)

Sample IC Map Template				
Teacher Name: _____				
Component 1: Selects Objectives				
Variations	(1)	(2)	(3)	(4)
Component 2: Uses Materials				
Variations	(1)	(2)	(3)	(4)
Component 3: Engages Students in Learning				
Variations	(1)	(2)	(3)	(4)
Component 4: Assesses Progress				
Variations	(1)	(2)	(3)	(4)
Component 5: Identifies Next Steps				
Variations	(1)	(2)	(3)	(4)

The Change Process

From a clinical perspective, teacher development is aligned to professional expertise by way of psychological and career development (Fuller, 1969; Fullan & Hargreaves, 1991; George et al., 2006). That is to say, as teachers progress through their careers, capacity is developed

psychologically as a person masters his or her professional craft (Leithwood, 1992). Career development occurs when teachers specialize in a subject, grade level, or specific group of students (Leithwood, 1987). According to this point of view, integration of psychological and career development accounts for professional expertise (Leithwood, 1987). This innovation-focused approach suggests tracking singular innovations for success. The dilemma with this line of thinking is that school administrators manage multiple initiatives or innovations simultaneously and therefore need a process that speaks to the complex nature of change.

Triple I

The complexity of change can be managed through the traditional change process known as the Triple I model, which has three-phases: initiation, implementation, and institutionalization (Fullan, 2016). Each phase has a unique set of characteristics. In the first phase, initiation refers to the notion of adoption or starting-up a new initiative or innovation. This phase involves decision-making, steps taken toward accepting or rejecting the initiative (Saunders, 2012). These steps may vary depending on the context of the organization. Although several factors may influence innovation start-ups, the survival of new initiatives is not dependent upon those factors. In other words, the who or what was responsible for an innovation start-up is insignificant to implementation and the ongoing success of the initiative. On the other hand, the start-up is critical to successful implementation because at the point that a decision is made to adopt an innovation, implementation begins (Fullan, 2016).

After a decision has been made to adopt an innovation, which occurs at the end of the initiation phase, the implementation phase begins. In this phase, teachers begin to develop concerns about managing the innovation (Fullan, 2016; Hord et al., 2006). Concerns about *tasks* involved in the innovation are one of the reasons for the critical nature of this phase. It is

important to note here that *self* concerns may be more prevalent during the initial phase of the change process. However, *task* concerns speak to the notion that professional practice is being disrupted, an indicator of action, which denotes the possibility (or not) of teachers embracing new practices (Fullan, 2016). In other words, the implementation phase stimulates cognitions and emotions, which trigger behaviors (Fullan, 2016). Notwithstanding new practices, stimulating cognitions and emotions to generate new behaviors do not always equate to favorable behaviors. Therefore, school administrators should expect to revisit many of the informational and personal concerns already addressed in the initial phase of the change process.

In the second phase of change, four readiness factors (need, clarity, complexity, and quality/practicality) are identified (Fullan, 2016). These factors are relevant to implementation because teachers must understand why new initiatives are needed (Fullan, 2016). For example, teachers may wonder whether the change is a priority and, if so, is it mandated and is it essential for school improvement? Furthermore, teachers may ask why they have to participate if the initiative does not directly impact them. Often, local school reform efforts do not get past go because teachers do not understand the need for change (Clement, 2014; Fullan, 2016). To that point, the next readiness factor, clarity, is critical for understanding the goals and processes that drive innovation and the expectations of implementation. Fullan (2016) suggests that clarity becomes muddled during implementation; this is because change is complex. In situations with muddled implementation efforts, IC Maps can bring clarity to innovations by operationalizing the components and subsequent variations of the initiative (Hord & Roussin, 2013). Therefore, sifting through the complexities of the innovation(s) and teachers' expressions of concern early in the process keeps implementation efforts free of disorder (Fullan, 2016). If not, teachers may create their own sense of clarity, thereby contributing to implementation failure.

Engaging in complex change with unclear goals and processes overshadows the possibility of long term success. On the contrary, when administrators and teachers are clear about the nuances and expectations involved in change, there is a better chance of individual and collective success (Fullan, 2016). One can surmise that successful implementation is influenced by the quality and practicality of the innovation, the final readiness factor (Fullan, 2016). In other words, is the initiative doable, and does the initiative add value to the vision of the organization? Teachers want answers, and they want to resolve concerns about the innovation prior to implementation. In doing so, phase two (implementation) of the change process has a better chance of survival. Basically, the sooner teachers are able to reconcile concerns, the quicker implementation gets underway, making room for the possibility of institutionalization.

The third and final phase of the change process is institutionalization, which refers to sustainability and continuity. In this phase, administrators and teachers focus on continuing their efforts to maintain initiatives over time (Fullan, 2016). Maintenance of initiatives is important to the success of total school improvement. Drawing from Figure 2, one can see that the resource system is a key ingredient of CBAM. Building professional capital through ownership of and commitment to innovations is moot without resources, which include human, social, and decisional capital. Aside from basic curriculum supplies and materials, human resources are the means through which schools provide sustainability and continuity of innovations (Fullan, 2016). Without human capital teachers who possess the beliefs and values, as well as the knowledge and skills to support others, innovations will not survive (Fullan, 2016). For example, if a high teacher turnover rate is left unattended, it can be problematic if the capacity of remaining staff (social capital) expected to train other staff is marginal at best (Fullan, 2016). Furthermore, the lack of human and social capital leaves little to be desired in terms of decisional capital. That is

to say, how can one qualify the basis of decisions without individual and collective expertise. In other words, how can stakeholders (e.g., students, parents, community, etc.) be assured that research and evidence-based decisions are a priority for the school if there is a lack of professional capital to sustain initiatives? Interestingly, the lack of resources is one of the main reasons institutionalization is stifled (Fullan, 2016). It is, therefore, essential that school administrators address these factors to determine readiness for change.

From a pedagogical perspective, Fullan (2016) suggests approaching concerns with a method that develops the professional capacity of the organization. In this way, school administrators leverage social capital through processes designed for growth and development. Hence, multiple initiatives are not complicated by the mix of individualistic beliefs and attitudes associated with a diverse group of people. Instead, deep learning is undertaken through processes that are differentiated by the personal concerns and learning needs of teachers (Fullan, 2016). In this way, innovation is leveraged through purpose and power by way of capacity building and a collaborative work culture (Fullan, 2016). In doing so, leaders can provide clarity regarding goals and processes and assure teachers that the change or innovation fulfills a need that closes an identified gap (Fullan, 2016). Furthermore, school administrators can unpack the complexities surrounding knowledge, skills, and expertise, including potential changes that may require the adoption of new beliefs and attitudes, as well as teaching strategies (Fullan, 2016). In the next section, a synthesis of literature about CBAM provides an argument for the intervention.

Literature Review

As has been established, educational change occurs slowly over time and can be detrimental to school culture if administrators do not first attempt to address teachers' expressions of concerns about adopting and implementing new initiatives. Although school

leaders cannot physically force teachers to change, they can leverage change by instilling moral imperatives and building teacher capacity within organizational practices. In doing so, teachers' beliefs, values, knowledge, and skills may influence change in a direction that leads to school improvement (Fullan, 2016). In this review, I will argue that using the CBAM as an intervention to teach principals how to build teacher capacity for change through a collaborative work culture will inspire moral imperatives and lead to the successful implementation of new initiatives. Additionally, I argue that the CBAM underscores the significant role of school administrators in effecting successful change in schools (Min, 2017; Roach et al., 2009; Saunders, 2012). Because change is slow, school improvement needs to be action-oriented. That is to say, teachers must possess the ability to survive the nuances of innovations that shape the experience of growth and development while simultaneously implementing one or more initiatives (Fullan, 1993).

CBAM provides school administrators with tools to help teachers create new mental models that shape, reshape or reconstruct beliefs and attitudes using basic human capabilities such as symbolizing and forethought. Symbolizing is an individuals' ability to mentally alter or adapt to his or her environment (Bandura, 1986). These new images help individuals imagine future possibilities before actually taking action. School administrators who understand how to effectively use the CBAM contribute to social capital by influencing the growth and development of teachers (Hord & Roussin, 2013). Enhancing the human capital of individual teachers adds value to the collective group. Hence, supporting the vision of change through the reconstructed or newly formed mental images leads to another basic human capability known as forethought (Bandura, 1986). Forethought is a cognitive skill used to imagine behavioral outcomes. In other words, if school administrators manage change using the CBAM, then

teachers can imagine what a change or innovation looks like in practice. In doing so, he or she is better able to discern how the innovation may play out in the classroom.

CBAM: An Intervention for Resistance to Change

The Concerns Based Adoption Model (CBAM) is noted in several studies as supporting Change Facilitators (school administrators) in guiding new initiatives from adoption to full implementation (Hord & Roussin, 2013; Hord et al., 2006). Six studies were reviewed to demonstrate the need for using the CBAM as an intervention to support school administrators in their attempts to productively lead teachers from adoption to full implementation of initiatives requiring change in schools.

In the first study, secondary teachers employed by 16 public school districts in the state of Arizona were targeted after a decision to implement new learning management systems (e.g., Moodle, Blackboard, My Big Campus, and Canvas). From the targeted population ($n=2880$), 206 teachers were needed to reach a statistical power of .95 based on regression analysis. Participants were randomly selected, and in cases where teachers dropped out, a new random selection was made to ensure statistical power remained at .95 (Lochner et al., 2015). The Stages of Concern Questionnaire (SoCQ; George et al., 2013) was used to identify concerns expressed by teachers regarding the adoption of the new learning management systems.

Data from the SoCQ was used to plot and analyze teachers' concerns about the innovation. From these outcomes, Change Facilitators learned that teachers' most intense concerns were plotted at the following ranks: 81st percentile for the informational stage, 45th percentile for the personal stage, and 47th percentile for the management stage. These percentile ranks suggested a lack of awareness and a need for more information about the innovation before implementation. Such results gave the impression that the initiative was not a high priority to

teachers (Lochner et al., 2015). Interestingly, school administrators can use these results to address resistant behavior with targeted professional development suited to the needs of individual teachers as well as the collective group (Hord & Roussin, 2013; Lochner et al., 2015).

It is also important to note here that the results of this study revealed implications that suggest using the CBAM adds value to school improvement efforts. For example, if strong concerns about an innovation are addressed in the lower stages of the CBAM, then reducing the possibility of resistance during implementation is a likely possibility (Hord & Roussin, 2013). In other words, the sooner concerns are addressed and reconciled, the better chances of reaching full implementation (Hord & Roussin, 2013).

In a review of research conducted to understand the behaviors and actions of Change Facilitators, the CBAM was examined to discover the effects of communication used by instructional leaders to direct teachers' awareness and understanding of an innovation throughout the change process (Roach et al., 2009). Another purpose of the review was to critique the value of the CBAM with regard to teachers' concerns about adoption (initiation) and the implementation of new initiatives (Roach et al., 2009). The following question guided the review: "What actions are essential for school-based consultants to facilitate the adoption and implementation of research-based practices?" (Roach et al., 2009, p. 301).

The review began with an analysis of a project conducted by the Research and Development Center for Teacher Education at the University of Texas (Fuller et al., 1967). This project was an outgrowth of two prior research projects: "Mental Health in Teacher Education and the Personality," and "Teacher Education and Teacher Behavior" conducted circa 1959. The project cited by Roach et al. (2009) was known as "The Preparation of Teachers, An Unstudied Problem in Education," wherein researchers sought to understand teachers, their concerns,

potentialities, limitations, tasks, and the problems they encountered in teaching (Saranson et al., 1962).

According to Saranson et al. (1962), the primary function of teachers is imparting content and helping students acquire intellectual skills. As such, in the Teacher Preparation project, Counseling Psychologists provided training sessions to equip teachers with knowledge about mental health practices. The expectation was that teachers would use the content learned to grow and develop students. Instead, these sessions actually exposed the complex psychological nature of teachers (Fuller et al., 1967; Saranson et al., 1962). In other words, the researchers learned that teachers remain insecure about the teaching experience until concerns about self are resolved, a notion comparatively supported through the CBAM (Hord & Roussin, 2013). These concerns range from feelings of inadequacy and insecurity to gaining insight into the reasons for student behavior (Fuller et al., 1967). Interestingly, teachers have a difficult time imparting content and supporting the acquisition of intellectual skills until their basic self-concerns have been addressed (Fuller et al., 1967; Saranson et al., 1962).

Building on the complex nature of teachers, the research suggests collaboration amongst colleagues is a must-do, particularly with individuals who present themselves efficaciously within the context wherein they are situated (Saranson et al., 1962). In other words, if teachers are aware and understand their implicit biases about self, they will not be limited in their capacity to adopt (initiate) and implement change. Conversely, if students recognize and expose teachers' incongruent behaviors, then discipline problems may arise, thereby stunting the growth and development of both teachers and students (Saranson et al., 1962). These findings are consistent with the early stages of the CBAM, wherein teachers need to be made aware of new

initiatives such that informational and personal concerns can be addressed and resolved as soon as possible, especially if the change impacts instructional delivery (Hord & Roussin, 2013).

In this review, researchers also regaled the Stages of Concern Questionnaire (SoCQ) as the most efficient way to assess teachers' concerns, citing another study of teachers participating in a support program at Dutch Primary schools (Roach et al., 2009). As a result of using the CBAM, Dutch Primary School teachers participated in a study to implement adaptive teaching practices that revealed a "statistically significant decrease ($p < .01$)" in *self* concerns (Roach et al., 2009). Likewise, this same study revealed a statistically significant increase ($p < .01$) in *impact* concerns (Roach et al., 2009). As noted above, reducing concerns within the *self*-dimension increases the possibility of teachers beginning to inquire about how the innovation is affecting students through collaborative efforts with other teachers (Hord & Roussin, 2013).

Ultimately, Roach et al. (2009) indicated that the CBAM is a useful tool for assessing teachers' feelings and attitudes about change. Furthermore, the review offers Change Facilitators a prescriptive job description, hailing six necessary functions for making change happen: (a) developing a shared vision of change, (b) planning and providing resources, (c) providing professional learning for teachers, (d) monitoring use of research-based practices, (e) providing continuous assistance, and (f) creating a context supportive of change (Roach et al., 2009). The study concluded that the CBAM could be viewed as an acceptable intervention to support change, citing the model allows for ongoing evaluation of teachers' concerns (Roach et al., 2009). The review also notes that using the CBAM provides a way to compare cognitions and behaviors of resistant teachers, thus equipping school administrators with strategies to evaluate needs and respond with growth and development activities that promote full implementation (Roach et al., 2009).

Another study examined the developmental assumptions of the CBAM in which it is suggested that individuals experience the stages of each dimension in a linear fashion (Min, 2017). This study reviewed change from a bottom-up perspective; that is, change initiated by teachers, in this case, university instructors, instead of top-down mandates, which are typically initiated by school, district, state, or federal leaders. In this study, four instructors in a university collaborated to initiate the use of blended learning through e-books before the initiative was mandated university-wide. The study also examined the trajectory of instructors' concerns relative to the progression of levels and stages of the CBAM (Min, 2017). The following research questions guided the study.

1. What concerns do four instructors who volunteered to integrate e-books into their curricular practices have?
2. To what extent do the concerns of the four instructors correspond to the developmental assumptions of the SoC in CBAM?
 - a. Do lower concerns precede higher concerns, as suggested by SoC in CBAM?
 - b. Is experience with the e-book-integrated curriculum required to advance the stages of concerns, as suggested by SoC in CBAM?

Three themes (affordability, portability, and interactivity of the e-books) arose as initial concerns of the four teachers during interviews, which took 60-70 minutes to conduct. As a result, the study revealed concerns that ranged from all stages of concern in the CBAM. For example, one of the instructors expressed concern about efficiency, citing the instability of network infrastructure may produce limited access to the internet (Min, 2017). Interestingly, the findings of this study challenged the assumption that the stages of concern develop sequentially. Although the four instructors had concerns from each of the seven stages, these concerns often

ran concurrently rather than consecutively (Min, 2017). For example, one teacher expressed personal and consequence concerns at the same time but did not express management concerns. As can be understood, this sequence of expression is counter to the developmental assumptions, which suggest that individuals' progress to the next stage of concerns occurs in an orderly fashion. This finding is consistent with the notion that human development is a result of *perceived* determinant factors rather than disputed *realities* of context among individuals within an environment (Bandura, 1986; Bronfenbrenner, 1979; Kwok, 2014). As previously mentioned, change is personal; therefore, much of what teachers do is determined by the meaning that is constructed through interpersonal relationships (context) within the environment.

Because instructors were involved in the initial phase of the change process, reaching the impact dimension was inevitable, a rare accomplishment (Fullan, 1993; George et al., 2013; Hord & Roussin, 2013). In other words, since the four instructors were early adopters of the change, a sense of purpose (moral imperative) and power (change agency) led to their collaborative efforts (Fullan, 1993; Hord & Roussin, 2013). Although these findings revealed empirical evidence, albeit minimal, to dispute the basic assumptions of the CBAM, the findings are consistent with the notion that growth and development is a contextual construct within an environment (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006; Hord et al., 2006; Min, 2017).

In a 10-year study to incorporate technology-enhanced learning environments into instructional practices in secondary classrooms located in Israel, the CBAM was used as a diagnostic tool to examine concerns and characterize the process of change for eight high school chemistry teachers and six middle school science teachers (Gabby et al., 2017). The underlying belief of the researchers conducting this study was that change is a process, not a one-time event.

The research question that guided the study was “whether and how the CBAM can be used to identify the concerns of chemistry teachers and characterize the process of change in the concerns while implementing a technology enhanced learning environment” (Gabby et al., 2017, p. 214). For purposes of the study discussed here, a technology-enhanced learning environment is one in which content knowledge and skills are integrated concepts used to change reality (Gabby et al., 2017).

Researchers collected data using semi-structured interviews and administering the SoCQ instrument. Interview questions were administered to high school teachers at the onset of the study and again after 10 years. After one year of implementation, the interview questions were administered to middle school teachers. The purpose of the interview questions was to gauge teachers’ concerns and the change process during the implementation phase. The interview questions were open-ended and included topics about the use of technology, difficulties using technology, and challenges regarding implementation. These categories were further broken down by the SoC dimensions of self, task, and impact. The SoCQ was administered to middle school teachers before, during, and one year after implementation. High school teachers took the SoCQ at the onset of the study and again after ten years of implementing technology enhanced learning environments. The first administration of the interview questions and the SoCQ instrument established baseline data for which to measure final outcome data.

The frequency of interview data responses for high school teachers was broken down by CBAM dimensions. These frequency calculations revealed a 100% collective increase in initial personal concerns from a frequency of four concerns about current practice and teaching methods to a frequency of 8 after ten years. The frequency of initial concerns about tasks was 2 with regards to adjusting current pedagogy to align with current technology; after 10 years,

concerns in this area increased to 8, a 400% increase in task-related concerns (Gabby et al., 2017). This shift may be attributed to experiences wherein teachers learned more about the innovation, thus raising new concerns in the same dimensions yet changing the nature of said concerns. For example, once teachers learned how to navigate the learning management system, it is possible that new concerns about instructional delivery arose. Frequency data relevant to the impact dimension was initially 4 but changed to 0 after 10 years, revealing a 100% decrease in impact concerns (Gabby et al., 2017). This decrease may be attributed to an increased number of tasks concerns, leading to cognitive dissonance or inter-relational conflict within the environment. If so, such a result may reduce the chances of teachers experiencing an ecological transition to the impact dimension (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006; Kwok, 2014).

The results of the initial SoCQ administration revealed the following concerns, personal, management, and collaboration; an indication that teachers did not have prior experience using technology-enhanced learning environments (Gabby et al., 2017; Min, 2017). After 10 years of implementation, a second administration of the SoCQ indicated an increase in all stages of concern with the exception of consequences. More specifically, an increase in higher-level concerns (i.e., impact dimension: consequences, collaboration, refocusing) as compared to lower-level concerns (i.e., awareness, informational, personal) suggested that change was likely to move toward full implementation because teachers' lower-level self-concerns were addressed during the 10-year period change process (Fullan, 2016; Fullan & Hargreaves, 1991; Fuller, 1969; Fuller et al., 1967; Gabby et al., 2017; George et al., 2006; Khoboli & O'Toole, 2012; Lochner et al., 2015; Min, 2017; Roach et al., 2009; Saunders, 2012).

This study postulates the CBAM as a “first step toward understanding how teachers process change through experience and implementation of an innovation” (Gabby et al., 2017, p. 228). The results implicate CBAM as a strong force with which to underscore and highlight the process of change. Furthermore, the study also implicates the CBAM as a diagnostic tool that school administrators can use to develop personalized interventions that support teachers concerns before, during, and after implementation of new initiatives (Anderson, 1997; Chen & Jang, 2014; Gabby et al., 2017; Hall, 2013).

In Lesotho, South Africa, six teachers initiated action-research to determine their understanding and concerns about top-down change (Khoboli & O’Toole, 2012). These teachers formed a collaborative group to plan, observe, and reflect on lessons. Three research questions guided the project.

1. Does CBAM provide an effective framework for understanding teacher response to change?
2. Does CBAM provide a useful framework for designing teacher professional development programs to encourage the implementation of changes in policy? and
3. Could the fusion of CBAM and action research increase the impact of teacher professional development activities?

This 2-year investigation included four cycles through which to observe changes in teachers’ concerns related to the CBAM. The first cycle involved an overview of action research. Cycle two developed the foundation of learner-centered instruction. In the third cycle, participants learned how to develop relationships through students’ backgrounds, thus creating conditions conducive to establishing learner-centered classroom cultures. Finally, cycle four continued to

define strategies to build culture and extend methods for increasing effective strategies to implement learner-centered classrooms (Khoboli & O'Toole, 2012).

Three of the original six teachers completed the study, surpassing the first five stages of concern after cycles one and two (Khoboli & O'Toole, 2012). Quickly approaching Stage 6 (refocusing), in Cycle 3, teachers began planning for implementation. According to Khoboli and O'Toole (2012), Cycle 3 corresponds with the management stage of concern within the CBAM. Through collaborative meetings that led to patterns of generative behavior and reflective practices, teachers observed one another, revised lessons, and made anticipatory claims about future activities for successful professional learning practices (Khoboli & O'Toole, 2012). This finding is consistent with previously mentioned studies wherein the CBAM can be used to understand, respond, and address teachers' emotional reactions to change and guide initiatives toward fruitful outcomes.

Finally, the Instructional Intelligence Program in Western Australia used the CBAM to examine professional development activities during Vocational Education Training (VET; Saunders, 2012). The aim of the study was to find out if the CBAM fostered a better understanding of teachers' expressions of concern regarding changes in their professional practice. The following two research questions guided this study.

1. What information does a Concern Based Adoption Model provide? How does this facilitate a better understanding of VET teachers' responses to professional development initiatives requiring a substantial change in instructional thinking and practice?
2. In what ways can the Concerns Based Adoption Model be used for professional development program assessment in the Australian VET sector?

This 4-year study was the result of a legislative mandate whereby students, 15-17 years of age, were allowed to enter vocational education training. As a result of the legislation, teachers were provided professional development geared toward strategies (e.g., concept maps, graphic design, engineering trades, etc.) to support and enhance instructional delivery (Saunders, 2012).

Although the SoCQ identified lower-level expressions of concern (i.e., informational, personal, and management), these concerns peaked at the impact dimension, stage five (i.e., collaboration), wherein a variety of concerns were reported by 74% of the group (Saunders, 2012). This study suggests that the CBAM is a “robust and empirically grounded model for examining change” (Saunders, 2012, p. 183). Results of the study concluded that using the CBAM offers change facilitators a way to intervene on behalf of individuals, as well as collective groups of individuals who resist change (Saunders, 2012). In doing so, the pulsating effects of change can be calibrated and used to develop interventions for individuals (i.e., teachers) directly responsible for implementation.

School administrators should welcome concerns in the impact dimension (i.e., consequences, collaboration, refocus); they are rare jewels representing inquiry, practices of colleagues, and constructing new ways to adapt practices that generate increased outcomes for students (George et al., 2013; Hord & Roussin, 2013). Since school administrators are required to lead teachers and manage change simultaneously, understanding the effective use of the CBAM can equip leaders with a vehicle to drive new initiatives through the change process, a necessary sojourn that requires both leader and teacher capacity in a collaborative work culture.

Building Teacher-Capacity Through CBAM

Capacity building requires educators to reconstruct meaning through fundamental shifts of mind (Fullan, 1993). These shifts occur as new mental models are developed, uncovering and

reshaping assumptions about learning. Based on the results of the previously mentioned studies, the CBAM inspires new opportunities for school administrators to manage change. Using the CBAM is one way administrators can lead teachers through learning experiences that enhance human capital during the change process (Fullan, 2016; Senge, 2006). In doing so, teachers gain authentic insight into the quality and practicality of initiatives (Bronfenbrenner & Morris, 2006; Fullan, 2016). But first, school administrators must learn how to use the model to effectively treat resistant behavior. Effective use of the CBAM promises developmental growth as a likely outcome for teachers who resist change (Hord & Roussin, 2013). As teachers' concerns are expressed and addressed in collaborative ways, opportunities to resolve problems evolve through interrelationships with colleagues and the context of the learning environment (Bandura, 1986; Bronfenbrenner, 1979). In other words, school administrators should use the CBAM to engage teachers in activities about the change process as early as possible. As a result, teachers can come to terms with personal dilemmas soon after adoption, yet before actual implementation begins (Hord et al., 2006). In this regard, tipping the scale in the direction of change can be influenced by renewed mindsets that integrate moral imperatives and propel movement toward implementation (Bronfenbrenner & Morris, 2006; Dweck, 2012; Hord et al., 2006; Rosa & Tudge, 2013). Ultimately, using the CBAM during the change process sets the stage for teachers to integrate new initiatives into instructional practices, making the process of change less complicated to assimilate into the work culture.

Creating a Collaborative Work Culture Through CBAM

In using the CBAM, school administrators attenuate the impact of resistance by providing targeted assistance to individuals who lack an understanding of an innovation. In doing so, human capital is leveraged and redeemed for social capital. For example, if teachers do not

understand the components and subsequent variations about new initiatives, and if administrators do not manage change in a way that harmonizes human capital, then the group suffers as a whole. That is to say, social capital or team-intelligence is stifled, and decisional capital is wasted through impervious judgments that do not yield improved outcomes (Fullan, 2016).

The CBAM supports the alignment of teacher capacity to innovations through collaborative work cultures. School administrators use CBAM to connect teachers to a deeper understanding of an innovation for the purpose of learning by gaining greater clarity of complex change initiatives, as well as situations of conflict that may dilute the quality and practicality of the change (Fullan, 2016). Collaborative exchanges allow individuals' thoughts to transcend beyond *self*-concerns. In other words, teachers and administrators participate in an exercise of coherent thinking that involves verbal exchanges to convey concerns and meaning about an innovation by pulling together opposing forces for the common good of the group. Such exchanges are much like individuals who engage in ping-pong or table tennis. The difference is that table tennis is a zero-sum game, whereas collaborative work cultures can be a win-win. Collaborative work cultures represent spaces wherein conditions are conducive to verbal exchanges that may feel or sound difficult, but ultimately coherent thinking results in the promulgation of social and decisional capital.

Collaborative work cultures do not exist if educators work in isolation. Using the CBAM to drive change offers structure to school leaders, a method in which school administrators lead teachers and learn to manage concerns before resistance occurs. In doing so, teachers' capacity is leveraged through coherent thinking, which drives collective intellect (social capital; Fullan, 2016; Senge, 2006). In this way, the group can make quality decisions about change (decisional capital; Fullan, 2016; Senge, 2006). As a result, the process of change is not complicated by

isolation; instead, it can be used to integrate human and social capital in a manner that propels innovations toward successful implementations (Fullan, 2016; Senge, 2006).

Summary

Decisions to adopt an innovation should be made with purpose and power, calibrated by professional capital within a collaborative work culture. The Concerns Based Adoption Model (CBAM) provides school administrators with tools to instill moral imperatives into organizational practices and build capacity for change in teachers (Fullan, 2016; Hord & Roussin, 2013). The CBAM has three dimensions: Stages of Concern (SoC), Innovation Configurations (IC), and Levels of Use (LoU) (Hord & Roussin, 2013). For purposes of the present study, the SoC and IC dimensions of the CBAM will be included; the LoU dimension is not part of this study. The SoC dimension consists of three sub-dimensions: self, task, and impact concerns. Each sub-dimension represents a category of concerns (self—awareness, informational, personal; task—management; impact—consequences, collaboration, refocusing).

The Stages of Concern Questionnaire (SoCQ) used in several of the previously mentioned studies provide a method to identify teachers' concerns about an innovation. The results represent a profile of individual and group concerns that can be used to diagnose problems and develop treatments to support teachers during change (Hord & Roussin, 2013).

The second dimension of the CBAM, IC Maps, provides details about what an innovation looks like in practice (Hord & Roussin, 2013). IC Maps are important during implementation because the characteristics of an innovation are made explicit (Fullan, 2016; Hord & Roussin, 2013). Without carefully examining these characteristics and understanding why an innovation is being considered, teachers may feel overwhelmed and thus resist initiation, as well as implementation (Fullan, 2016). Major components and variations of each component are

outlined in IC Maps (see Figure 3 for a sample IC Map template), giving direction to both school administrators and teachers about the research and protocols surrounding an innovation, a role that is suggestive of the need for change (Fullan, 2016; Hord & Roussin, 2013). Even in situations where change is inevitable, teachers need clarity about the goal(s) surrounding an innovation.

If individuals do not feel secure about the need for and clarity of a change, school administrators risk a sense of false security being applied, causing misalignment and incoherence, thus jeopardizing implementation (Fullan, 2016). Conversely, effective use of the CBAM has implications that suggest a practical way to manage the complexities of a new innovation, and thus warrants consideration as an intervention to support school administrators' efforts to lead teachers through a process of change (Fullan, 2016; Senge, 2006).

Chapter 4

An Intervention for School Administrators:

Leading Teachers and Managing Change in Schools

The complexity of change requires school administrators to be leaders who understand that the vicissitudes of leading teachers and managing change make the change process a continuous journey (Fullan, 2019). This journey requires the kind of growth and development that raises teachers' misconceptions to a conscious level. In doing so, school administrators can dispel erroneous assumptions that teachers may have about innovations. To that point, an intervention with processes designed to support teachers' varying emotional needs may reduce cognitive dissonance and increase human capital such that the group is poised with mindsets ready for growth and development (Bronfenbrenner & Morris, 2006; Dweck, 2012; Hord et al., 2006).

Research supports the need for school administrators to learn how to improve schools by changing the way teachers respond to innovative organizational practices (Fullan, 1993; Fullan, 2000). In fact, the quality of human and social capital has the potential to yield efficient and effective decisional capital if collective efficacy has the strength to drive successful implementation efforts (Fullan, 2016; Hord & Roussin, 2013). In other words, dispelling misconceptions through growth and development can upgrade the quality of decisions made about change. That is to say, if quality human and social capital exists within the organization, then educators are more likely to be skilled practitioners, capable of using relevant research and evidence-based practices to make decisions instead of relying on beliefs that prolong emotional responses to change.

Purpose of Study

The purpose of this intervention was to examine school administrators' attitudes about using the Concerns Based Adoption Model (CBAM) to address teachers' emotional reactions to change during the initiation (adoption) and implementation phases of a change process. Drawing from results of the needs assessment in Chapter 2, literature regarding the Concerns Based Adoption Model (CBAM), and the Triple "I" Change Process in Chapter 3, high levels of emotional reactions and cognitive rigidity can derail a change initiative. As a result, an intervention that ignites moral imperatives and builds capacity for change in teachers without undermining the quality of professional capital in schools may help school administrators lead teachers and manage change simultaneously (Fullan, 2016; Leithwood, 1992).

Because a person's belief system drives his or her behaviors, initiatives that *feel* contrary to teachers' beliefs can evoke emotional reactions that induce stress and discomfort during change (Feldman & Weiss, 2010; Lasky, 2005). For example, simple inconsistencies that require teachers to tweak instructional delivery may invoke cognitive dissonance—situations wherein beliefs and behaviors do not align—thereby influencing alternative behaviors that may or may not resemble resistance to change (Levy et al., 2018). Since teachers are highly instrumental in implementing change, embracing their perspective is critical to the process; and, therefore, obligates school administrators to employ a theory of action that aids stress and discomfort during change. If not, student learning trajectories may be diminished by teachers' wayward behaviors. Furthermore, teachers may unwittingly contribute to implementation failure if their concerns about new initiatives are not addressed in a timely manner (Kondakci et al., 2017; Zimmerman, 2006). In other words, when change initiatives are consistently resisted, adoption and implementation efforts are stifled. In addition, school leaders who consistently fail to

manage adoption and implementation efforts may find school improvement an impossible target to reach.

Engaging teachers in authentic learning experiences about a change when adopting and implementing new initiatives may reap benefits such as increased collective efficacy, professional capital, and increased student achievement (Fullan, 2016; George et al., 2013). In conditions where school leaders do not effectively respond to teachers' expressions of concern, implementation efforts are scant. Sadly, while the behaviors exhibited by teachers may appear to be resistant, and in some instances, outright defiant, such behaviors may instead demonstrate a lack of purpose and power. Teaching requires a moral imperative; that is, an obligatory force that compels commitment and a sense of urgency that drives individuals toward a change (Fullan, 2016). Additionally, teaching requires the capacity to be change agents, a notion that is equally true for both teachers and school administrators (Fullan, 2016). As change agents, teachers build bridges that connect students to society. School administrators can support the architecture of such connections with the appropriate tools, mainly a mind open to understanding the expressions of concern teachers exhibit about new initiatives (Fullan, 1993).

Connecting students to society is further realized when teachers respond to experiences that promote growth and development in ways that demonstrate the need for collaborative relationships among colleagues. These relationships cultivate efforts that result in shaping and preparing young minds for the future (Fullan, 1993). The highly personal nature of change presses school administrators to act as catalysts propelling teachers toward change initiatives, thereby instilling a sense of obligation (moral imperative) that demonstrates the need for change. In doing so, cognitively rigid thinking that pushes negative emotional reactions to a conscious

level is efficiently reconciled so that new initiatives are implemented with fidelity (Feldman & Weiss, 2010; Fullan, 1993; Hord et al., 2006).

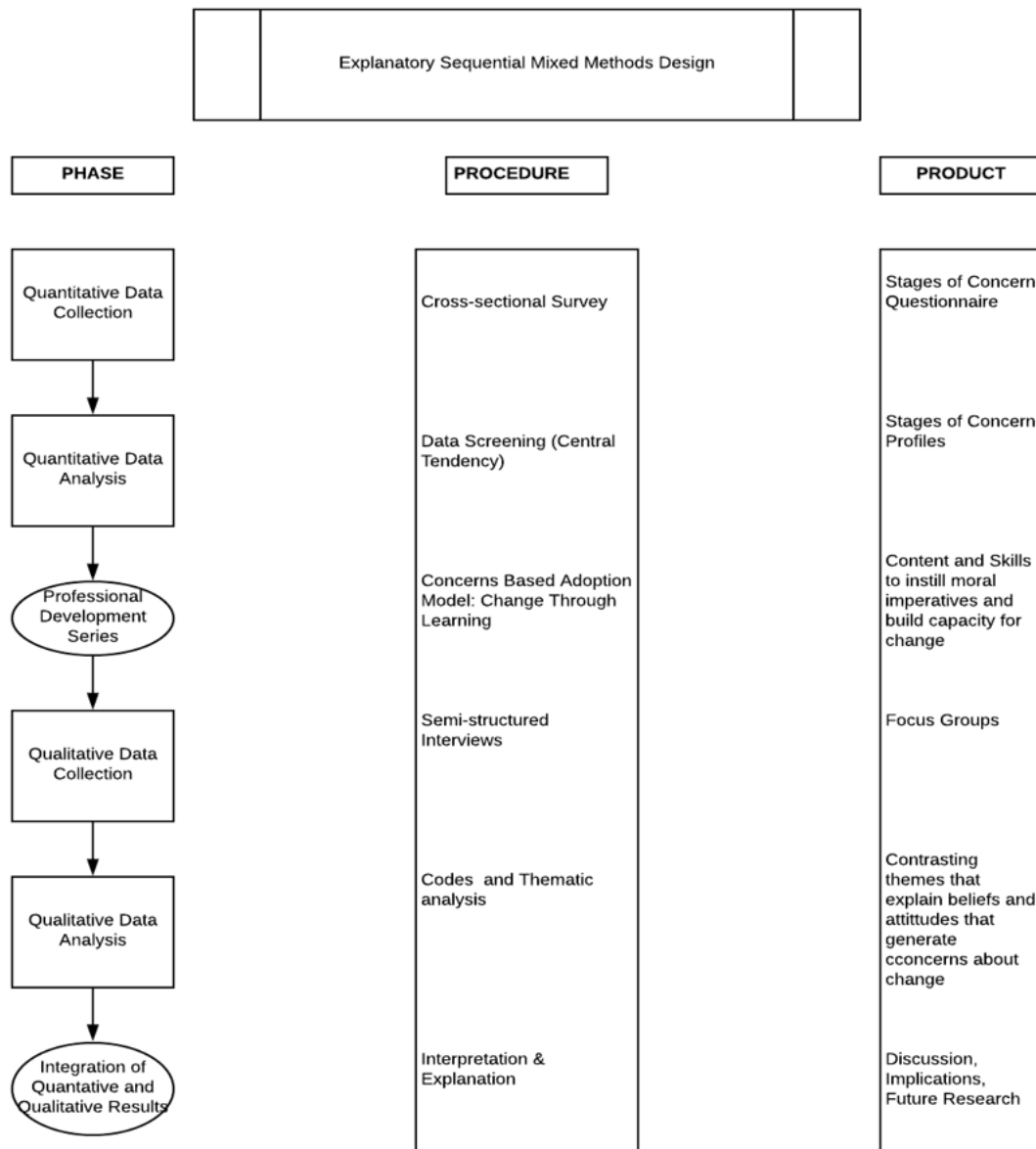
Research Design

A mixed methods explanatory sequential design was used to collect quantitative data, then qualitative data were collected and used to explain the initial quantitative results. In the first (quantitative) phase of this study, participants completed the Stages of Concern Questionnaire (SoCQ; Hord & Roussin, 2013). The SoCQ was administered again at the conclusion of the CBAM professional development series. The second (qualitative) phase of the study involved an exploratory follow up, wherein purposively selected elementary and middle school administrators were interviewed in a focus group to discuss the difference in their mindsets regarding teachers' responsiveness to change, specifically with regard to its occurrence as a result of an innovation. Additionally, this phase also exposed the ways in which school administrators might utilize content from the CBAM professional development series to support teachers during a change process. The following four research questions guided this study. Below the research questions, Figure 4 depicts a visual diagram of the research design.

1. What concerns do school administrators have about using the CBAM to address teachers' emotional reactions to change?
2. To what extent do school administrators' concerns about teachers' emotional reactions to change differ after participating in the CBAM professional development?
3. What are school administrators' perceptions about instilling moral imperatives into organizational practices to support teachers during educational change?
4. What are school administrators' perceptions about how to build capacity for change in teachers?

Figure 4

Diagram of Research Design



Process Evaluation

A successful process evaluation is supported by viable documentation and descriptive elements of the process to avoid a Type III error, that is, an error suggestive of inadequate implementation (Steckler & Linnan, 2002). Elements of the process evaluation for the present study are described below.

Context

This study examined school administrators' attitudes about teachers' emotional reactions to change in one rural school district located in a Tier-1 North Carolina County. Tier 1 counties are defined as the most economically distressed counties in the state and are ranked from 1 (most distressed) to 100 (least distressed) (NC Department of Commerce [NC DOC], 2020). The county in this present study was ranked number ten of forty Tier-1 designations in North Carolina (NC DOC, 2020). In 2020 when this study was conducted, the state of North Carolina used four factors, which were based on 2019 data, to construct tiered designations (NC DOC, 2020). These factors and each respective calculation for the county studied included (a) average twelve-month unemployment rate-5.95%; (b) most recent twelve-month median household income-\$39,847; (c) percentage of population growth for the most recent thirty-six months-1.68%; and (d) property tax base (adjusted per capita) for the most recent tax year-\$59,099 (NC DOC, 2020).

According to the 2010 census, this rural community had a population of approximately 45,422 residents. A certified population estimate reported 45,764 residents as of July 2018, an increase of .76% (NC DOC, 2020). Although this increase may appear minimal, it is reflective of a 3% increase from the 2017 estimated residential population. This information is important because family background and socioeconomic status are powerful factors affecting student achievement (Alexander & Morgan, 2016; Coleman, 1966). An increase in population is suggestive of a potential increase in children enrolling in the local school district. As such, it is critical for educators to engage in continuous professional development, especially in low-income regions of the United States (Darling-Hammond et al., 2016).

Three private schools and two charter schools compete with one public school system to serve students in this county. The public school system that was the focus of this study had 15 respective schools at the time this research study began: 10 elementary schools, one traditional middle school, one traditional high school, one STEM middle school, one early college high school, and one alternative school. As a result of COVID-19, the district senior leadership team realized early that many parents would be reluctant to send students back into school buildings. As a measure to counter a potential decline in enrollment, one virtual academy serving students in grades kindergarten through twelve was approved by the state in July 2020, bringing the total number of schools in the district to 16. Overall, this public-school district serves approximately 5,000 students spanning grades pre-K and kindergarten through Grade 13.

During the most recent decade, the school system was plagued by a label that cast the district as owning the lowest cohort graduation rate in the state (NC Department of Public Instruction). Cohort graduation rate is defined as the proportion of students entering the ninth grade and graduating exactly 4 years later (NC Department of Public Instruction). The cohort graduation rate for the public school district in this county was a meager 47.8% in 2006 (dpi.nc.gov). Since that time, the graduation rate has increased each year. In fact, school administrators, district leaders, and community stakeholders celebrated a 2020 cohort graduation rate of 90.3%, a rate that surpassed the state's graduation rate of 86.5% (DPI.NC.gov). Table 10 displays a comparison of the district and state cohort graduation rates from years 2006 to 2020. Although the residents of this county face challenging socioeconomic barriers, given the mounting traction relative to the growing graduation rate, leveraging change through purpose and power seems a plausible endeavor. However, the global pandemic brought on by mounting pressures from the coronavirus (COVID-19) made this endeavor all the more challenging.

COVID-19, the overwhelming health crisis of 2020, forced school administrators to close schools, rethink pedagogy, and implement innovative practices to support teaching and learning in settings other than brick-and-mortar buildings. As such, the intervention, which is described later in this chapter, was delivered online using a video conferencing platform, Zoom. A description of the program implementation components is described and evaluated in the next section.

Table 10

Cohort Graduation Comparison

Graduation Year	Cohort Graduation Rate for District Study	Cohort Graduation Rate for State
2006	47.8%	68.3%
2007	59.9%	69.5%
2008	49.3%	70.3%
2009	61.9%	71.8%
2010	65.2%	74.2%
2011	67.5%	77.9%
2012	68.2%	80.4%
2013	64.9%	82.5%
2014	73.2%	83.9%
2015	77.5%	85.6%
2016	81.9%	85.9%
2018	82.1%	86.3%
2019	86.7%	86.5%
2020	90.3%	87.6%

Program Implementation

Program implementation was measured using a multiplicative approach (Steckler & Linnan, 2002). In other words, a score for dose delivered/received and fidelity was calculated in

terms of a percentage to arrive at a final implementation score for each component of the process evaluation. The intended audience for this study was school administrators serving as assistant principals and students in graduate school serving in the capacity of a school administrator. School principals were also invited to participate in the intervention.

A review of program implementation acceptable scores ranged from 60% to 80% (Durlak & DuPre, 2008). However, earning a high score on program implementation does not always yield positive participant outcomes. In fact, in some instances, programs that yield positive outcomes earn implementation scores less than 60% (Durlak & DuPre, 2008). Implementation scores less than 60% may be attributed to the fact that while some components of program implementation are easily quantifiable (depending on measures used to attain component scores), other components depend on the quality of program delivery (fidelity), which includes adherence to program content knowledge and presentation skills of the facilitator (Harn et al., 2017). Therefore, due to the subjective nature of scoring, a rate of 50% is the desired score for each component of program implementation.

Reach. The extent to which the intended audience participates in an intervention is known as reach (Steckler & Linnan, 2002). Although the intended audience for this intervention was assistant principals and interns serving in assistant principal roles, participation was open to all building-level administrators in the school district. For purposes of this study, school administrator is defined as current principals, assistant principals, and students in graduate school serving as school administrator interns. By the time this intervention was implemented, there were 16 school principals and 16 assistant principals. These numbers included administrators who were added due to the approval of a virtual school in the district and graduate school interns.

The implementation score for reach was calculated using the total number of potential intended audience participants (16 assistant principals) as the denominator. The actual number of participants studied was determined by completed informed consent documentation. A copy of the informed consent document is located in Appendix B. The recruits who agreed to participate (eight assistant principals) in the intervention and study were divided by the total number of intended audience members to calculate the final reach implementation score of 50%.

Dose Delivered. Dose delivered refers to the portion of intervention that was delivered to individuals who participated (Steckler & Linnan, 2002). For example, if an intervention is designed to deliver five sessions but delivers only three of the five sessions, an implementation score of 60% would be assigned to the dose delivered. The present intervention included a series of four professional development sessions; all four sessions were delivered, making the final dose delivered implementation score 100%.

Dose Received. Much like dose delivered, if 18 of 26 participants receive/attend three of five sessions delivered, then we can say that dose received is 69% of the intended audience. Dose delivered would remain 60% of the intervention because only three of five sessions were delivered. To measure dose received, attendance logs were used to capture participation at each of the CBAM professional development sessions. Attendance logs for each session reflected the following session scores, Session 1 - 63%, Session 2 - 44%, Session 3 - 63%, and Session 4 - 50%. The final score was calculated by averaging the count for each session and then dividing the average count by the total number of the intended audience. The final reach implementation score was 55%.

Fidelity. Fidelity is indicative of the quality of a pre-specified plan or intervention (Steckler & Linnan, 2002). This component refers to the extent of planned intervention delivery

as well as the quality of implementation (Steckler & Linnan, 2002). Measuring fidelity of implementation can be difficult (Dusenbury et al., 2001). Therefore, learning outcomes were explicitly stated at the beginning of each session and visibly displayed on session agendas in all electronic presentations. Participants also responded to a program evaluation questionnaire to assess the quality of delivery. A copy of the evaluation questionnaire is located in Appendix J.

Outcome Evaluation

The philosophical assumptions guiding this study suggest that teachers want school administrators to hear and understand their concerns about new initiatives before implementation efforts begin. A second and complementary assumption is that change will be implemented to the degree of school administrators' ability to understand and respond to teachers' concerns, instill moral imperatives into organizational practices, and build capacity for change in teachers. These assumptions require administrators to first create conditions conducive to change by developing their own capacity to improve. By participating in the CBAM professional development series, administrators learned to lead teachers and manage change simultaneously, thus influencing successful outcomes (Fullan, 2019). A logic model explaining the process is included in Appendix D.

An explanatory-sequential mixed methods design was chosen for this study because quantitative data collected from the pre- and post-assessments in phase one requires further explanation to understand administrators' lived-experiences during the CBAM professional development. In other words, the quantitative data, research questions 1 and 2, which are located in Appendix G, in phase one only identify administrators' concerns about teachers' emotional reactions to change. Robust conversations are needed to help explain these concerns. After the CBAM professional development series concluded, the qualitative phase of the study generated

the necessary dialogue to explain output from the quantitative phase. That is to say, the qualitative phase provided an opportunity for selected administrators to share rich descriptions about their experience during the phenomenological focus group interview and one additional individual interview. In this phase, administrators shared and gained insight into ways they can instill moral imperatives into organizational practices and help build capacity for change in teachers. The level of interaction for this study was independent; thus, integration of the quantitative and qualitative data occurred in the overall interpretation of findings at the conclusion of the study. Priority was given to the initial quantitative phase of the study. Again, the qualitative results were used to follow up and explain the quantitative results.

Method

The district in this study was selected because it serves students in a region with high levels of poverty that impact approximately one-third of the residential population. As previously mentioned, in 2020, the county was ranked number 10 among the top 40 most economically distressed counties in the state. The plight of the educational community appeared dismal with extensive economic barriers and mounting pressures of the global pandemic. Notwithstanding, the district sought out innovative resources that required school administrators to think differently. More specifically, school administrators were forced to engage in turnkey pedagogical resources to support remote learning experiences for students. Thus, teachers were forced to change the way instruction was delivered, and school administrators were forced to lead teachers and manage change during unprecedented times. Simply put, the onset of COVID-19 forced educational change, and new initiatives accelerated the process. The sections below describe participants, measures, and procedures undertaken to conduct this study.

Participants

Pursuant to district school board policy, a request to conduct research was submitted to the Superintendent of Schools. Upon permission to conduct the research, school administrators were informed about the study via email and again during an online video conference in which administrators were introduced to the purpose and tenets of the study. Individuals who expressed interest in participating received a cover letter and informed consent documentation. Participants were asked to complete and return informed consent documentation on or prior to the first session of the CBAM professional development series. In addition to the informed consent documentation, participants were also asked to complete the Stages of Concern Questionnaire (SoCQ) before the first session of professional development. Details about the professional development series are described below. Thirty-two potential participants, that is, 16 school principals and 16 assistant principals, including interns received an electronic invitation via email as a reminder to join the study and to inform individuals who were absent about the pending research study. Details about session workshops were posted in the electronic professional development catalog on the district website for ease of registration. A copy of the registration links for the professional development series is included in Appendix K.

Phase one participants were selected based on convenience. Participants' years of experience as school administrators ranged from one year to greater than 20 years. Although the intended audience was school administrators serving as assistant principals and interns, all school administrators in the district were invited to participate in the study. In the second phase of the study, participants from phase one were invited to attend a focus group interview to learn more about the results of the questionnaire and the extent of change from the pre- and post-assessment.

Instrumentation

Stages of Concern Questionnaire

The Stages of Concern Questionnaire (SoCQ) was designed to address individuals' expressions of concerns about a change (George et al., 2006). The instrument has 35 fixed-choice response items and consists of four parts: (a) Cover letter, (b) Introductory page, (c) Questionnaire, and (d) Demographic page (George et al., 2006). The cover letter explains the purpose of the study and information about human rights, confidentiality, and informed consent. The introductory page defined the purpose and explained how to complete the survey as it related to the unique change or innovation relevant to the immediate administration of the instrument. The questionnaire uses a Likert scale ranging from—very true to me (7) to—irrelevant to me (0) and takes approximately 10-15 minutes to complete. The SoCQ also included a demographic profile, the details of which are included in Chapter 5. In this study, the instrument is used to identify school administrators' attitudes about using the Concerns Based Adoption Model (CBAM) to address teachers' emotional reactions to change. The table below A copy of the document granting permission from the American Institute for Research to republish in print or electronic format, along with the SoCQ instrument, can be found in Appendix F.

Sense-making is personal, as is change; thus, credible experiences are expressed in the perceptions of reality that an individual constructs in context (Merriam & Tisdell, 2016). The same is true for 27 professors, who in 1974 participated in a study, wherein they responded to an open-ended prompt regarding their concerns about using the SoCQ (George et al., 2006). The responses were rated independently by four judges who determined an estimated reliability of .59. In 1975, 40 teachers were interviewed; reliability results were reported for each respective stage of concern (George et al., 2006). The estimates were reported as .41 on Stages 5

(collaboration) and 6 (refocusing); .69 was reported for Stage 0 (Awareness/Unrelated) (George et al., 2006). The high results reported for the lower-level stages are supported by previously mentioned research, which suggests that teachers have stronger concerns during the early phases of a change (Hord & Roussin, 2013; Hord et al., 2006; Saunders, 2012). George et al. (2006) suggested that these results were likely due to teachers' participating in multiple innovations at once. In either case, human behavior is subjectively based on one's context and thus may vary accordingly (Bandura, 1986; Bronfenbrenner & Morris, 2006; Fullan, 2016; Lasky, 2005).

Once the CBAM professional development was completed, convenience sampling was used to select administrators to participate in a focus group interview. From the initial sample population, five administrators from elementary schools and four administrators from the middle school were invited to shed light on the meaning of their experience.

Focus Group Interview

The focus group interview was chosen because of the need to further explain the quantitative results of the study and the compatibility of assumptions about the use of focus groups to qualitative research. Furthermore, the rich descriptive data derived from interviews assisted school administrators' in making sense of their perceptions about instilling moral imperatives and building teachers' capacity for change.

These assumptions about focus group interviews assert that the nature of reality is based on a phenomenological view (Vaughn et al., 1996). That is to say, reality is a product of constructed meaning. In other words, perceptions generate beliefs, thus creating personal truths about lived experiences. Another assumption suggests that the push and pull of interactions within a focus group are influenced by the relationship between participants and the group moderator (Vaughn et al., 1996). Furthermore, focus groups provide space for richer discussions

about the vicissitudes of implementing new initiatives. A final assumption suggests the nature of dialogue within a focus group is a matter of individual perspective (Vaughn et al., 1996). As such, focus groups are conducive to the exploratory nature of phase two, which is required to understand school administrators' opinions, concerns, and perspectives about teachers' emotional reactions to change (Vaughn et al., 1996).

A moderator's guide was created to provide structure for the interview. The components are listed and described below. These components drove the interactions of participants during the focus group interview (Krueger & Casey, 2015; Vaughn et al., 1996).

Introduction. The introduction included thanking and welcoming the participants to the focus group. Participants were informed about the topic, purpose, and procedural guidelines to follow during the group.

Warm-Up. During the warm-up, participants responded to introductory questions that set the tone and put participants at ease.

Clarification of Terms. In this component, key terms were introduced (Vaughn et al., 1996). For purposes of this present study, the following terms were introduced.

- Capacity: Reconstructing meaning through fundamental shifts in mindset.
- Change: An individual's capacity to come to terms with reality based on beliefs and attitudes that are communicated clearly and accurately through new behaviors.
- Concern: To express worry about a change
- Innovation: An initiative or change
- Moral imperative: A binding force compelling individuals to commit to educational change with a sense of urgency.

Introductory Questions. The initial questions in the focus group interview were meant to help participants begin to understand the process and feel at ease during the session. The following non-threatening items were included in this focus group.

- Please tell us your name, the school to which you are assigned, and how long you have been a school administrator.
- Identify, in a word, your perception of teachers' reactions to change before participating in the study.
- Describe your perception of teachers' reactions to change after participating in this study?

Transition Questions. These questions were meant to get participants thinking about their own beliefs regarding change.

- Think back to the first time you were involved in an educational initiative requiring change. What was your first impression of the innovation?
- Were you involved in the decision to adopt the initiative?
- In what way(s) did your input, or lack thereof, influence your efforts to support or resist the innovation?

Return SoCQ Profiles. Due to an unstable Internet connection during the focus group interview, the student researcher lost connection but was able to return to the session. The participants remained on the Zoom session but were unable to view their profiles. Therefore, a general explanation of the profile was delivered during the interview. The actual individual profiles were returned to participants via email at the end of the focus group interview with an offer to engage in a one-on-one session to help further interpret the profile. One key question was modified to account for the unstable internet connections. In the individual interview, the

Internet connection was stable, and the profile was returned without incident. Key interview questions are listed below.

Key Questions.

- To what do you attribute the difference in your pre and post-test scores? Why?
 - *Modified question due to unstable internet:* Think about where you were when you started this professional development and talk to me about where you are now and why you feel like you are there.
- Now that you have completed the CBAM professional development, what are your perceptions about instilling moral imperatives into organizational practices to support educational change?
- What are your perceptions about how to build capacity for educational change in teachers?
- In what ways are these perceptions new or different than your beliefs before participating in the CBAM professional development?

Ending Questions. These final questions were used to help participants settle on a position that can be used to support teachers in their schools.

- What will be your next steps be when faced with implementing educational change in your school?
- What advice would you give to the leaders of this district regarding the adoption and implementation of new initiatives?

Summary Questions. A summary statement about the key ideas heard during the focus group interview was announced before continuing with the ending and final questions.

- Does this sum up key points made in this focus group interview?

Final Question. This question was asked to get feedback on the quality of program implementation. After a recap of the purpose of the focus group interview, participants were asked to respond to the following questions.

- What suggestions can you offer to help improve the quality of the focus group?
- Is there anything that we should have talked about but did not?

Procedure

In the context of this study, the stages of concern were approached from the lens of school leaders. The intent being, as school administrators learned about the CBAM stages of concern, they were able to construct meaning about teachers' emotional reactions to change, and more specifically, understand how teachers approach change. In doing so, they equipped themselves with the skills to lead teachers through a process of change by addressing and resolving expressions of concern and/or behaviors that resemble resistance.

Intervention

As a result of COVID-19, school leaders were forced to think differently about how to deliver instruction to students. Because brick-and-mortar school buildings were closed to students in March 2020, the district purchased online resources that required school administrators and teachers alike to engage in countless hours of training. This new way of being, that is, teaching and learning in settings other than traditional classrooms, accelerated the need for change. Further, the original professional development was designed to be delivered in a face-to-face setting; however, due to COVID-19, all professional development in the district was restricted to an online format. Therefore, this intervention was modified and delivered online using Zoom, a video conferencing platform.

Four professional development sessions were designed to equip administrators with research-based content and functional skills to lead teachers and manage change simultaneously. The intervention is adapted from *“Implementing Change through Learning: Concerns-Based Concepts, Tools, and Strategies for Guiding Change”* (Hord & Roussin, 2013). The CBAM professional development series took place during the Fall of 2020. A brief description of each session is provided below. Copies of detailed lesson plans are included in Appendix E, and the adapted presentations using PowerPoint are located in Appendix I.

Introductory Session

The introductory session provided potential participants with an opportunity to learn about the aim and ultimate goal of the intervention. This session provided details to catalyze interest in the integration of the CBAM and the Triple “I” change process. The expectation of such an integration was to develop a concrete experience that equipped school administrators with the skills needed to lead teachers and manage change simultaneously. The session included an overview presentation to explain why change often garners adverse reactions and what administrators can do to limit such reactions. The presentation was followed by a short question-and-answer period, after which participants were briefed on the steps required to join the study. The next steps included completing the informed consent document and the Stages of Concern Questionnaire (SoCQ) pre-assessment.

Each session began with a warm-up activity, after which participants were reminded of group norms followed by learning outcomes. The sessions also included video clips that compared Leaders to Eagles and thus used leadership lessons derived from the behavior of this prestigious bird as a metaphor from which to compare a process of change. A formative

assessment activity was included at the end of each session. A copy of the PowerPoint presentation for each session can be found in Appendix I.

Session 1

In Session 1, participants engaged in content consisting of learning six strategies for change with a rationale to explain why these strategies prioritize the role of school administrators and their relationship with teachers, particularly during a process of change. Participants learned how these strategies help transition teachers from adoption to implementing a change effort (Hord & Roussin, 2013). In the original online activity, six research-based strategies were to be taught in breakout rooms on the Zoom platform. Small groups of administrators learning one to two strategies would then reteach the tenets of each strategy to the whole group. Instead of using the established breakout rooms in Zoom, the article, *Making the Leap* (Tobia & Hord, 2002) was sent to the participants via email before the session. The article was discussed during the session as a whole group activity. The six beliefs were included as a thread in the slides and discussed throughout the presentation.

During the PowerPoint presentation, participants were introduced to the three phases of the Triple “I” change process: initiation, implementation, and institutionalization. Participants were also introduced to the dimensions of the Concerns Based Adoption Model (CBAM): self, task, and impact. Using a metaphorical implementation bridge, the change process was compared to the CBAM to demonstrate how concerns about initiatives can hinder successful implementation efforts. For a more thorough examination of the CBAM, an introductory video clip (Southwest Educational Development Laboratory, 2011) was viewed to enhance the meaning of the framework and its relevance to the change process.

Session 2

Participants engaged in literature that set the tone for structural and relational conditions for change. The learning outcome was to describe a selected set of contextual factors for successfully introducing change. Administrators began to grapple with the notion of context and the importance of creating conditions conducive to supporting teachers during change. This session also provided a lens to view change readiness, which helped to solidify teachers' capacity for and willingness to change (Hord & Roussin, 2013). In this session four factors that influence teachers' decisions to change were introduced: academic emphasis, faculty trust in parents and students, academic optimism, and collective efficacy. These factors defined the importance of context, which shape conditions for change.

The original online learning activity involved small groups of administrators using an electronic journal (padlet.com) to notate key points about each factor. Due to low attendance in this session, four teams were created with two participants per team. Each team was given a brief period of time (approximately 10 minutes) in the main Zoom room to review one of four research briefs and then report out to the whole group. The outcomes of the small group reports were used to guide a discussion about conditions that influence staff toward successful implementation of change efforts.

Session 3

In Session 3, participants learned about the imperative of using mental word maps to picture a change. Participants began to operationalize a change through the lens of innovation configuration maps (Hord & Roussin, 2013). The learning outcomes involved understanding why precision is important in implementing change. This session also enriched participants' understanding by including additional information about the dimensions of change readiness.

Three rhetorical questions were posed for participants to consider throughout the duration of the Session 3 presentation: (a) How can I use precision to implement change?, (b) Why must I use precision to implement change?, and (c) When will I use precision to implement change? These questions were included in the original Behavior/Early Support activity. In the adjusted activity, a google document was used to create a “T” chart (see Table 11).

On the left side of the “T” chart, participants were asked to list behaviors teachers exhibited when they were not positive about a change. On the right side of the chart, participants were asked to identify, and list supports that may have helped teachers take a more positive position regarding change. Responses to the three rhetorical questions were used to guide participants’ thinking during this activity and as a dialogue-starter for the whole group discussion.

Table 11

T-Chart for Behavior/Early Intervention

Behavior	Early Support
Disregard for Change	Connect the reason for change to the overall vision and mission of the school and discuss how it can positively impact them as educators. Provide an opportunity for them to give a voice regarding the change.
Push back	Training
Noncommitment	Build knowledge in order to build commitment, create awareness and interest through staff meetings, newsletters, in-service trainings, highlight advantages, opportunities to give input
Complaints about existing initiatives	Compliment on the job they are doing before change is implemented
Resistance	Additional Support
Lack of motivation	Positive feedback
Blame game	Team building activities
Chatter	Building trust
Negative communication	Share feelings so that we can all talk about why we need the change

Session 4

Participants were reintroduced to three dimensions of concern, seven stages of concern, and typical expressions of concern. This session helped participants learn how to address teachers' emotional reactions to change (i.e., feelings and attitudes) through two learning outcomes: define and identify two major structures of an innovation configuration map and explain the concept of the Stages of Concern (SoC). A key takeaway in this session involved participants grasping small but complex details about change involving components and variations. A second takeaway was the notion of recognizing the types of concerns expressed by teachers in an effort to address emotional reactions.

Music was used to introduce innovation configuration maps because of the tendency it has to evoke and communicate emotions (Juslin & Sloboda, 2010). Miranda (2020) suggests that music and emotions interact in the context of individuals' experiences, citing the production of positive and/or negative emotional reactions. Furthermore, it has been suggested that music adds more emotion than do lyrics (words). As such, the experience of listening and ascertaining the major components and minor variations in music helped participants grasp the notion of generating harmony as opposed to cognitive dissonance. Participants listened to a musical piece, the same song delivered by two different artists, and were asked to make mental notes about different components of each piece (e.g., melody, harmony, rhythm, or time) then consider the variations that each artist used to deliver the piece. In doing so, participants conceptualized the personality of change, that is, how people process the change-journey with feelings, attitudes, and reactions through a continuum of behaviors (Hord et al., 2006).

Next, participants were given a copy of a configuration map with an explanation of how each change or innovation has major components, and each component has at least one or more

minor variations. Including music in this session was a necessary step, as it helped participants create mental images or representations of what a change looks like in practice. To further illustrate or operationalize a change, participants reviewed a visual of the metaphorical implementation bridge to reconnect and extend their understanding of the change process and the stages of concern dimension. Participants were able to draw from the first session wherein they were introduced to the concept of integrating the Triple “I” Change Process and the Concerns Based Adoption Model. Participants were invited to complete the SoCQ (post-assessment) at the conclusion of this final session.

Data Collection

The Stages of Concern Questionnaire (SoCQ) is aligned to each of the Stages of Concern (SoC) dimensions of the Concerns Based Adoption Model (CBAM). The SoC consists of three dimensions (self, task, impact) and includes seven stages, which are described below. With regard to each of the seven stages of concern, the SoCQ measures the relative intensity of each type of concern. Table 11 depicts concise descriptions of each dimension and the relevant stage in the SoC. These concerns begin with Stage 0 – awareness/unrelated. In the awareness/unrelated stage (0), individuals who score high express concerns about the number of initiatives or other responsibilities requiring their attention. High scores in Stage 1 – informational, represent interest or motivation to know more about the structure and function of the initiative. Individuals with high scores in Stage 2 – personal concerns, reveal egocentric notions. In other words, these individuals want to know how the initiative will affect them. Each of the previously mentioned stages (0, 1, and 2) make up the *self*-dimension of the SoC.

High scores in Stage 3 – management involve actions such as logistics or tasks surrounding implementation. Management is the only stage in the *task*-dimension. This stage

represents the crux of implementation efforts. Therefore, it is crucial to neutralize negative emotional reactions to change during this stage. Doing so supports efforts to sustain a change process for the long haul and has the potential to ensure institutionalization, the third phase of the Triple “I” Change Process (Fullan, 2000; George et al., 2006).

Table 12*Stages of Concern Descriptions (George et al., 2013)*

Stages of Concern			Description
Self	0	Awareness/ Unrelated	The individual indicates little concern about or involvement with the innovation.
	1	Informational	The individual indicates a general awareness of the innovation and interest in learning more details about it. The individual does not seem to be worried about him/herself in relation to the innovation, such as its general characteristics, effects, and requirements for use.
	2	Personal	The individual is uncertain about the demands of the innovation, his or her adequacy to meet those demands, and/or his or her role with the innovation. The individual analyzing his or her relationship to the reward structure of the organization, determining his or her part in decision making, and considering potential conflicts with existing structures or personal commitment. Concerns also might involve the financial or status implications of the program for the individual and his or her colleagues
Task	3	Management	The individual focuses on the processes and tasks of using the innovation and the best use of the information and resources. Issues related to efficiency, organization, managing, and scheduling dominate.
Impact	4	Consequence	The individual focuses on the innovation's impact on students in his or her immediate sphere of influence. Considerations include the relevance of the innovation for students; the evaluation of student outcomes, including performance and competence; and the changes needed to improve student outcomes.
	5	Collaboration	The individual focuses on coordinating and cooperating with others regarding the use of the innovation.
	6	Refocusing	The individual focuses on exploring ways to reap more universal benefits from the innovation, including the possibility of making major changes to it or replacing it with a more powerful alternative.

The third phase of the SoC, Impact, includes Stage 4 – consequence, Stage 5 – collaboration, and Stage 6 – refocusing. In Stage 4 – consequence, high scores suggest that individuals are concerned about how the initiative might impact students. Stage 5 – collaboration suggests that individuals begin to ask questions that lead to conversations with others about the initiative. Ultimately, the conversations in the collaboration stage transition individuals to Stage 6. In Stage 6 – refocusing, individuals ready themselves for more conversation and action, leading to ways that produce efficient and effective student outcomes. Although the last three stages (4, 5, and 6) make up the *impact*-dimension of the SoC, these stages are rarely achieved (George et al., 2006).

Data Analysis

Stages of Concern Questionnaire (SoCQ)

Peak stage score interpretation was used to analyze pre- and post-assessment scores. Peak scores are based on percentiles and represent the most intense concerns expressed by the group completing the assessment (George et al., 2006). In peak stage interpretation, the highest and lowest score was calculated based on the groups' highest scores in each stage of concern. Individual participant scores were also calculated as a percentile and plotted on a Stages of Concern Profile chart (George et al., 2006). Profiles were returned to school administrators who completed both the pre- and post-assessment, participated in the intervention, and the focus group or individual interview.

Focus Group Interview

Data from the focus group interview was recorded using the zoom online video conferencing platform. The audio transcript was analyzed based on participants' responses to two research questions. Participant responses are included as quotes from the transcript

narratives in Chapter 5. A copy of the full interview transcripts is located in Appendix H. These responses provide a more robust interpretation of the overall findings. A summary matrix showing the alignment between research questions and measures that operationalize the constructs, data collection, and data analysis is located in Appendix G.

Summary

Change is best activated when the needs of the learner are prioritized (Feldman & Weiss, 2010; Lasky, 2005). In the case of this intervention, the intent was to help school administrators learn how to lead teachers and manage change concurrently. Effective leaders can leverage change through purpose and power by clearly communicating the need for new initiatives, clarifying expectations, and addressing the concerns of teachers before, during, and after implementation efforts begin (Abbott et al., 2007; Fullan, 2016). In doing so, school administrators catalyze moral imperatives and build capacity for change in teachers such that the need for an innovation outweighs the complex nature of change.

In the final chapter, a robust description of the intervention process, findings, and discussion of this study is presented. The final chapter also includes limitations and implications for practice and future research.

Chapter 5

Findings and Discussion

This chapter provides a rich description of the process of implementation, findings, conclusions, and discussion. The outcomes of the study are based on an analysis of the quantitative and qualitative data collected from the Stages of Concern Questionnaire (SoCQ), one focus group interview, and one individual interview. Integration of the data from both phases occurred at the conclusion of the study. Trustworthy and credible conclusions are organized by research question to inform school administrators about leading teachers and managing change at the same time. A connection between the literature and conceptual framework points to work that can be done in practice to support change in schools. Finally, the discussion section includes a recommendation for future research and limitations of the study.

COVID-19

The reality of the global pandemic brought to the fore zones of uncertainty that often exist during change. As mentioned in chapter 1, the policy edicts pushed out by society divided communities and devalued social and moral norms. Such macro systemic behaviors continue to guide the emotions and cognitions of teachers as top-down mandated change initiatives linger. For example, during the 2020 Health Crisis (COVID-19), many public schools across the state and nation were forced to close brick-and-mortar school buildings due to the excessive numbers of COVID-19 cases. Interestingly, at the time this study was conducted, the community wherein the studied school district is situated had over 3,000 confirmed COVID-19 cases and 75 COVID-19 related deaths (Johns Hopkins University [Coronavirus Resource Center], 2021). This information is important to note, as more than one-third of the 45,000 residents of this rural and economically distressed county live in poverty. This reality speaks to the notion of health care, a

topic not included in this dissertation but warrants pointing out, as the impact of COVID-19 spread a toxic blanket of ill-health over education. As a result, schools were forced to function without walls, providing instruction remotely.

Brick-and-mortar school buildings closed beginning in March of the 2020 school year and remained closed for most of the 2020-2021 school year. Although school buildings were closed in the district, teachers were required to deliver instruction through online learning management systems (Google Classroom and Canvas). These measures were taken to protect the health and safety of all individuals working or matriculating in schools. While local school districts (exosystem) were held harmless by the North Carolina Department of Public Instruction (exosystem) for their decisions to close school buildings, members of the U.S. Department of Education (macrosystem) refused to waive testing and accountability requirements for the 2021 school year, even though the same requirements were waived during the previous 2020 school year. This macro-systemic decision forced school districts to bring students and teachers into school buildings (microsystem) to administer end of course/grade tests in face-to-face settings. For some students, the testing experience was the first official on-site visit to their school. Once again, teachers (developing person/people within the microsystem) were required to respond to a top-down mandated initiative in which they had no input but were held accountable for the outcomes.

District Response

In an effort to break down barriers that might impede students' ability to receive instruction, the district quickly responded by providing resources that support learning. For example, laptop computers were purchased and provided to students, making the district's student-to-laptop ratio 1:1. Laptops were conveniently distributed to students using a drive-thru

service at the Administrative Service Center (Central Office) and schools. To counter the lack of broadband internet service in the community, the school district also purchased handheld “hot-spots,” a device used to provide internet service. In addition to these resources, the district also installed wireless access points on school buses. These buses were parked in various locations throughout the community so that students living nearby would have internet access for instructional purposes. Technology support was increased to include on-demand telephone support. A link to the electronic ticket system was also added to all district websites; teachers were expected to add the link to their online classrooms (Google and Canvas) for quick access and resolution of technology issues. All of the previously mentioned services were provided free of charge to students in the studied school district.

Although the research in this dissertation began before COVID-19, the swift onset of this deadly disease accelerated the need for change and set into motion a chain of realizations. First, leading teachers and managing change is a monumental task requiring school administrators to demonstrate herculean skills. Second, a gentle nudge on the conscious of educators can push collective behaviors toward the dawn of a new era in education, one in which sustainable change is viewed with emotions that are open to innovation. And finally, the outcry for change must transform teachers’ mindsets and strengthen the courage of school administrators such that action is the only recourse. In doing so, the final phase of the Triple “I” Change Process does not feel like a moving target. In the sections that follow, clear and concise descriptions of the process of implementation, findings, conclusions, and discussions shed light on the outcomes of this study.

Process of Implementation

The intervention began in September 2020 and concluded in November 2020. The student researcher facilitated a series of four Concerns Based Adoption Model (CBAM)

professional development sessions. These sessions were adapted from “*Implementing Change through Learning: Concerns-Based Concepts, Tools, and Strategies for Guiding Change*” (Hord & Roussin, 2013). Due to the pressures of COVID-19, sessions were conducted online using Zoom, a video conferencing platform.

Assistant principals and Interns in the studied district participated in the four professional development sessions during times set aside for their professional learning network. Participants completed the Stages of Concern Questionnaire (SoCQ) as a pre- and post-assessment to identify and subsequently determine the extent of change in their expressions of concern about using the CBAM to address teachers’ emotional reactions to change. This mixed methods research design (explanatory-sequential) included a focus group interview and one individual interview, in which participants engaged in conversations that complemented the quantitative outcomes mentioned above. In the next section, the student researcher provides details about the participants, and describes the implementation process.

Participants

School administrators were invited to participate in the intervention based on school level (i.e., elementary, middle, and high school). No high school administrators participated. The intended audience included sixteen assistant principals. Nine assistant principals were purposively selected to participate in the focus group interview, five of whom were selected to represent elementary, and the remaining four were to represent middle school. Of the nine invitees, only five elementary school assistant principals accepted the invitation to participate in the study. All five participants completed the Stages of Concern Questionnaire (SoCQ) pre-assessment before the CBAM professional development series began. The post-assessment was completed by all five participants following the final workshop session.

Due to the small sample size, participant descriptions were limited to years of experience. This stance was taken to protect the participants' identity. Years of experience ranged from zero to twenty. Table 13 depicts a distribution of the years of experience along with a comparison of associated scores for each type of concern expressed. Interestingly, participants with the least years of experience had the highest scores in the *self*-dimension of the stages of concern. Based on years of experience, the high scores in stages 0, 1, and 2 may suggest that lack of experience is a factor that drives school administrators' responsiveness to teachers' emotional reactions to change. However, such a notion does not explain the difference in the scores of the two participants with 5-10 years of experience, whose scores are lower than the one participant who had 11-20 years of experience. A possible explanation is that the participant who marked experience between eleven and twenty years inadvertently included years of experience as a teacher with years of experience as an administrator. Excluding this individual's years of experience as a teacher would place the scores in the three-to-four-year range, thus making the data consistent with research findings. See Table 13 below for a comparison of years of experience as a school administrator to intensity of stages of concern scores.

Table 13

Years of Experience and Stages of Concern Comparison

Selection	#	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
1-2	1	87	90	78	69	30	48	57
3-4	1	81	96	89	69	33	68	9
5-10	2	22	57	52	27	8	19	14
11-20	1	1	72	78	27	71	64	17

Details about the results of the pre- and post-assessments are included in the findings section.

Evaluation of Intervention

Three participants responded to a final evaluation of the intervention. A copy of the evaluation is located in Appendix J. Item responses were based on a Likert scale ranging from strongly disagree to strongly agree. The evaluation checked for adherence to procedures as outlined in the introductory session, preparedness of the presenter, use of relevant examples to support content, and the presenter's capacity to respond to questions and communicate clearly. Participants rated each item at 5-strongly agree. Sixty-seven percent indicated that the series provided useful information with a rating of 5-strongly agree, while 33% rated the series at 4-agree for providing useful information. Two open-ended items are listed below; participant responses follow each item.

- Will you use the information for training in your day-to-day work? If so, what particular concepts were most useful?

"I will use the information related to planning for change and the strategies to institute change."

"Understanding the purpose of change and how to implement it with fidelity."

"Yes, to implement innovation and prepare the staff to adjust to change."

- What additional comments do you have that would improve the presenter's quality of delivery?

"None at this time. The presenter was well prepared and provided great opportunities to engage with other professionals."

"The quality of delivery was excellent."

Findings

The findings of this study in this section are organized by research question. A total of four questions—two quantitative and two qualitative—guided this study and are listed in Table 14. The quantitative data were collected from the Stages of Concern Questionnaire (SoCQ), and the qualitative data were collected from one focus group interview and one individual interview.

Table 14

Chapter Sections and Research Questions

Chapter Section	Research Question
School Administrator Concerns	RQ1: What concerns do school administrators have about using the CBAM to address teachers' emotional reactions to change?
School Administrator Extent of Change	RQ2: To what extent do school administrators' concerns about teachers' emotional reactions to change differ after participating in the CBAM professional development?
Moral Imperative	RQ3: What are your perceptions about instilling moral imperatives into organizational practices to support teachers during educational change?
Teacher Capacity for Change	RQ4: What are your perceptions about how to build capacity for educational change in teachers?

Stages of Concern Questionnaire

Research Question 1: School Administrator Concerns

School administrators are responsible for numerous tasks, one of which is leading teachers; another is managing change. As such, administrators must regard concerns for teachers' emotional reactions to change with a mindset oriented toward school improvement. Integration of the data from this present study revealed that school administrators' most pressing concerns about using the Concerns Based Adoption Model (CBAM) in conjunction with the Triple "I" Change Process was the need for more information about the model. Given the numerous online resources purchased by the district to support remote learning during the pandemic, it is reasonable to find that administrators were almost equally concerned about how the CBAM

might affect the work for which they were already responsible. Consistent with the research, the data revealed intense concerns as represented in the *self*-dimension (Hord et al., 2006). A peak score comparison of second-highest scores in relation to the first highest scores is displayed in Tables 15 and 16.

Table 15

SoC Pre-Assessment Highest Stage of Concern

	0	1	2	3	4	5	6	Total
Number of SoC Participants	0	3	2	0	0	0	0	5
Percent of SoC Participants	0%	60%	40%	0%	0%	0%	0%	100%

Table 16

Distribution of Second Highest SoC in Relation to First Highest SoC

Highest SoC	0	1	2	3	Percentage of Participants	Number of Participants
1 Informational	33		67		60%	3
2 Personal		100			40%	2
					Total	5

The comparison of high and low scores on the pre-assessment revealed 60% of the participants' greatest concerns were in the informational stage (see Table 16). Based on an analysis of responses to the SoCQ, three participants expressed interest in knowing what resources would be available if they decided to adopt CBAM. This interest can be attributed to responses on Item #6 depicting a mean score of 4.60 (see Tables 17 and 18), which indicated that participants had very little knowledge about CBAM at the outset of the professional development series.

Table 17*Statement or Responses SoCQ Pre-Assessment Self-Dimension*

Item #	<i>M</i>	<i>SD</i>	Item Text
Stage 0: Awareness/Unrelated			
3	1.00	0.71	I am more concerned about another innovation.
12	2.40	2.51	I am not concerned about CBAM at this time.
21	2.40	2.19	I am completely occupied with things other than CBAM.
23	1.20	1.64	I spend little time thinking about CBAM.
30	1.40	1.14	Currently, other priorities prevent me from focusing my time on CBAM
Stage 1: Informational			
6	4.60	2.70	I have a very limited knowledge about CBAM.
14	3.80	2.77	I would like to discuss the possibility of using CBAM.
15	4.80	2.28	I would like to know what resources are available if we decide to adopt CBAM
26	4.00	2.24	I would like to know what the use of CBAM will require in the immediate future
35	3.60	1.95	I would like to know how CBAM is better than what we have now.
Stage 2: Personal			
7	4.40	2.07	I would like to know the effect of reorganization on my professional status.
13	3.60	2.30	I would like to know who will make the decisions in the new system.
17	4.00	1.87	I would like to know how my teaching or administration is supposed to change.
28	4.20	2.17	I would like to have more information on the time and energy commitments required by CBAM
33	3.00	1.87	I would like to know how my role will change when I am using CBAM.

Table 18*Statement or Responses SoCQ Post-Assessment Self-Dimension*

Item #	<i>M</i>	<i>SD</i>	Item Text
Stage 0: Awareness/Unrelated			
3	1.20	1.10	I am more concerned about another innovation.
12	2.40	1.82	I am not concerned about CBAM at this time.
21	4.00	2.55	I am completely occupied with things other than CBAM.
23	3.60	1.67	I spend little time thinking about CBAM.
30	3.20	1.48	Currently, other priorities prevent me from focusing my time on CBAM
Stage 1: Informational			
6	1.60	1.34	I have a very limited knowledge about CBAM.
14	2.20	2.17	I would like to discuss the possibility of using CBAM.
15	3.80	2.77	I would like to know what resources are available if we decide to adopt CBAM
26	2.80	2.68	I would like to know what the use of CBAM will require in the immediate future
35	3.00	2.45	I would like to know how CBAM is better than what we have now.
Stage 2: Personal			
7	3.20	1.79	I would like to know the effect of reorganization on my professional status.
13	4.40	2.61	I would like to know who will make the decisions in the new system.
17	3.40	2.30	I would like to know how my teaching or administration is supposed to change.
28	2.80	1.30	I would like to have more information on the time and energy commitments required by CBAM
33	3.00	1.87	I would like to know how my role will change when I am using CBAM.

Interestingly, the most pressing resource for adopting the CBAM is the belief that “change is based on learning, and improvement is based on change” (Hord & Roussin, 2013, p. 2). A review of Item #6 on the post-assessment revealed a sharp decrease in informational concerns with a mean score of 1.60. Such a decrease demonstrates participants gained insight about using the CBAM after the series of professional development.

Although Item #12 on the SoCQ indicated that participants were not concerned about the CBAM, responses to Item #21 suggest that participants were completely occupied with initiatives other than CBAM. This stance was exposed when one of the three participants shifted

intense personal concerns as the highest stage to intense concerns on the awareness/unrelated stage as the second highest. As mentioned above, this shift may be attributed to the need for information being replaced by unrelated concerns about using the CBAM (Hord et al., 2006). In other words, due to the volume of new resources, CBAM may not have been a priority to school administrators at the time of the study. In fact, Stage 2 – personal concerns, remained moderately high at 63% (see Figures 5 and 6), again suggesting that while the majority of participants have strong concerns about using the CBAM, these concerns were not due to resistance (Hord et al., 2006).

Although low scores on concerns in Stages 3-6 are typical scores in the early phases of change, the expectation is that throughout implementation, scores on Stage 3 – management (*task*-dimension) will be neutralized due to the nature of logistics such as information, processes, and resources. Stage 4 – consequence, Stage 5 – collaboration, and Stage 6 – refocusing (i.e., *impact*-dimension) will increase depending upon the quality of CBAM support provided by school administrators on lower-level concerns (i.e., *self*-dimension) (Hord et al., 2006). Tables 17 and 18 include the statement of responses with mean scores and standard deviations for each item on the *self*-dimension.

Research Question 2: School Administrator Extent of Change

Although the data cannot be generalized due to the small sample size ($n=5$), it does suggest that use of the Concerns Based Adoption Model (CBAM) with the Triple “I” Change Process has the potential to serve as a viable conceptual framework during a process of change, particularly during implementation. The data collected from the Stages of Concern Questionnaire (SoCQ) post-assessment reveal tendrils of divergent thinking used by school administrators to support educators, especially during the unprecedented times of COVID-19.

School administrators initially expressed a strong need for information about the CBAM, as demonstrated by the peak scores in the pre-assessment. Interestingly, these informational concerns shifted to 51% on the post-assessment, whereas Stage 0 – awareness/unrelated concerns spiked to 81%. An analysis of Item #21, which is associated with Stage 0 – awareness/unrelated, had a mean score of 4.00, suggesting that participants continued to express that they were completely occupied with things other than CBAM. Tables 17 and 18 provide robust details about item responses on the SoCQ. Even though this spike appeared to have taken the lead in relative intensity of concerns expressed by participants, Item #13, which is associated with Stage 2 – personal concerns, earned the overall peak score on the post-assessment. A score of 4.40 represented the highest overall mean score on the post-assessment, suggesting administrators’ strongest concerns surrounded who the decision-maker would be if the new system (CBAM) is adopted. It is important to note here that the mean score for participants’ attitudes about how much time they spend thinking about CBAM, which was very little, increased from 1.20 on the pre-assessment to 3.60 on the post-assessment. This increase suggests that additional participants’ attitudes shifted toward spending little time thinking about the CBAM even after learning about it. As mentioned before, it is critical to decreasing concerns in the *self*-dimension. Nonetheless, Stage 0 post-assessment Item #30, with a mean score of 3.20, revealed participants had other priorities preventing them from focusing their time on the CBAM. A review of the score on Item #30 represented an increase from a mean score of 1.40 on the pre-assessment, suggesting that although participants may spend little time thinking about the CBAM, the rationale for doing so again points to other initiatives that take priority. Once again, these responses can be supported by the myriad number of new resources purchased by the district and the professional development required to use the resources.

Drawing from the pre-assessment data on Stage 2, the personal concerns responses to Item #7 represented the second-highest overall mean score of 4.40. On the post-assessment, the mean score for the same Item #7 decreased to 3.20. Even so, the strongest concerns remained at Stage 2, with personal concerns shifting to Item #13 for the highest overall mean score of 4.40 on the post-assessment. This score represents participants' concerns about how CBAM might require reorganizing their professional status. Since identity is derived from social interactions, these participants may have been concerned about how the CBAM would impact their way of being, that is, their professional identity. The decrease in the post-assessment mean score on Item #7 may be attributed to learning about the CBAM during the series of professional development.

In sum, changes in social interactions, particularly as they relate to the use of technology, may dim one's feelings about his/her capacity to integrate activities required to support a new system, in this case, CBAM. Although CBAM does not require the use of technology, it does require a shift in mindset, as it is more about one's own belief system. Either way, school administrators who find it uncomfortable using technology to support teaching and learning without walls may also struggle with shifts in mindsets, thus influencing how they may be viewed (professional identity) by teachers if they (administrators) make mistakes during implementation efforts.

Again, true to the research, data revealed intense concerns represented in the *self*-dimension, which account for the high mean scores in stages 0-awareness/unrelated, 1-informational, and 2-personal (Hord et al., 2006). Tables 19 and 20 display the highest or peak scores of the cohort group's pre- and post-assessment data and distribution of the second-highest or peak scores in relation to the first scores.

Table 19*SoC Participants' Post-Assessment Highest Stage of Concern*

0 Awareness/ Unrelated <i>n</i> (%)	1 Informational <i>n</i> (%)	2 Personal <i>n</i> (%)	3 Management <i>n</i> (%)	4 Consequence <i>n</i> (%)	5 Collaboration <i>n</i> (%)	6 Refocusing <i>n</i> (%)	Total <i>n</i> (%)
4 (80)	0 (0)	1 (20)	0 (0)	0 (0)	0 (0)	0 (0)	5 (100)

Table 20*Distribution of Second Highest SoC in Relation to First Highest SoC*

Highest SoC	0	1	2	3	Percentage of Participants	Number of Participants
0 Awareness/Unrelated		25	75		80%	4
2 Personal				100	20%	1
Total					100%	5

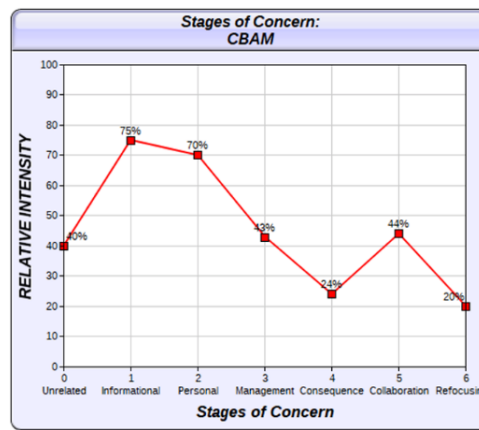
In Table 19, 80% of participants, or four of the five, had peak scores associated with Stage 0. Twenty percent, or one of five, indicated strong concern on the informational, Stage 2. This score may be attributed to the fact that the participant was absent from at least one professional development session. In Table 20, one can see that the second-highest or peak scores for the cohort group shifted to personal concerns with 75%, or three of four participants wanting to know who will make the decisions in the new system (CBAM) if adopted. Ultimately, the participants' extent of change concerns strongly suggested that after learning about the CBAM, personal concerns (Stage 2) remained consistent throughout the study.

Stages of Concern: Self-Dimension. The pre-assessment group data, depicted in Figure 5, indicate intense concern in Stage 1 – informational, at 75%. Second to the need for more information was the expression of personal concerns at 70%. The peak scores represented in this dimension are consistent with research, which states individuals typically demonstrate high

scores or intense concerns in the *self*-dimension during the early phases (initiation/adoption) of change. This is due in part to the lack of information about a pending innovation (George et al., 2006). In other words, individuals may not have enough information to make an informed decision about accepting or resisting the innovation.

Figure 5

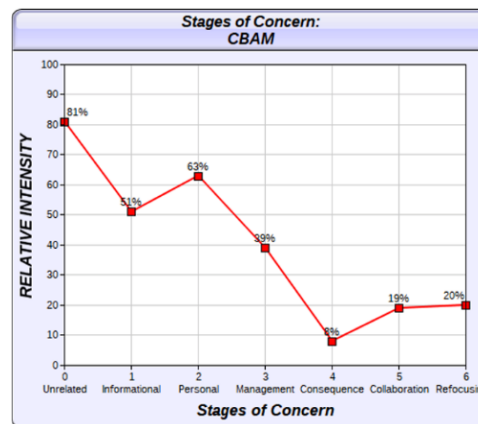
Pre-Assessment Report for Cohort Group Data



Notice in Figure 6, the peak score (most intense concern) in the post-assessment cohort data is Stage 0 – awareness/unrelated at 81%, up from the pre-assessment score of 40%, while informational concerns decreased from 75% on the pre-assessment to 51% on the post-assessment. These scores suggest that participants gained insight into the Concerns Based Adoption Model (CBAM) during the professional development series. Interestingly, Stage 2 – personal concerns only decreased slightly to 63%, suggesting that while participants gained insight, they continued to experience concerns about how using the CBAM might affect their work.

Figure 6

Post-Assessment Report for Cohort Group Data



As previously mentioned, pre-assessment data revealed that school administrators expressed strong concerns about the need for more information (75%) regarding the use of CBAM to address teachers' emotional reactions to change. Additionally, administrators expressed personal concerns (70%) during the pre-assessment; that is, they were curious about how the use of CBAM might affect their work. The post-assessment data exposed a leveling-down in the type of concern expressed by administrators, awareness/unrelated, but reveal a sharp increase regarding the intensity of the new concerns. That is to say, post-assessment data reveal strong concerns at Stage 0 (81%), whereas the pre-assessment data revealed low-moderate concerns at Stage 0 (40%). The extent of change in the peak scores on Stage 0 from pre- to post-assessment not only bears a 40-percentage point increase, but this change also demonstrates a shift from needing more information to perhaps overwhelming feelings brought on by the vast number of new initiatives in the district. The second-highest score of relative intense concerns for both pre- and post-assessment for the group remained at the personal stage. In other words, school administrators continue to exercise curiosity about how using the CBAM will affect their work. The group pre-assessment score was 70%, while the post-assessment score only declined

slightly to 63%. One might surmise that while the group gained minimal insight, they are now wrestling with how to manage several initiatives at once.

Figures 7 and 8 display individual participant profiles. Particular attention is given to the *self*-dimension due to Stages 0, 1, and 2 and the need to decrease these concerns to move into the *task*-dimension, wherein schools begin, Stage 3 – management. In the management stage, school administrators can begin implementation efforts if teachers’ concerns in the *self*-dimension are addressed efficiently and effectively.

Figure 7

Pre-Assessment Participant #4293643055

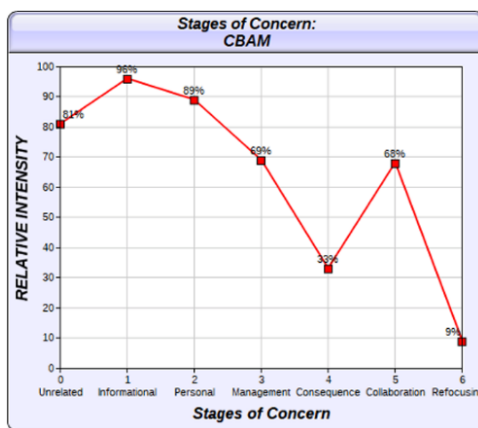
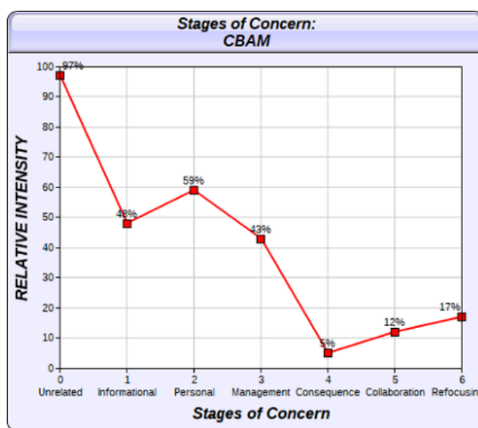


Figure 8

Post-Assessment Participant #4293643055



In Figures 7 and 8, participant #4293643055 displays strong concerns in Stage 0 – awareness/unrelated in both the pre-assessment (81%) and post-assessment (97%). Such high scores suggest that this participant is not concerned about using the CBAM to address teachers’ emotional reactions to change. As mentioned before, this response may be due to the vast number of initiatives in place to support teaching and learning during COVID-19. Notice the significant drop in Stage 1 – informational concerns, from 96% on the pre-assessment to 48% on the post-assessment. This participant appears to have needed more information in the pre-assessment and subsequently gained insight about the CBAM, hence the sharp decline in scores. A decline in Stage 2 – personal concerns can also be seen from pre-assessment (89%) to a post-assessment score of (59%). Interestingly, this participant noted the difference in the scores and voiced during the interview that a learning curve that took place, citing the need to provide professional development to teachers as a way to begin implementation efforts.

In Figures 9 and 10, participant #4293743054 begins with a pre-assessment score on Stage 0 – awareness/unrelated of 31%, which suggests an initial intense involvement with the innovation. However, the post-assessment score reveals a stark increase to 97% on Stage 0 – awareness/unrelated. Such an increase is suggestive that the participant is no longer concerned about using the CBAM. Again, such a response may be due to the effects of COVID-19. Once again, a decline on Stage 1 – informational on the pre-assessment was 69% and moved to 48% on the post-assessment, demonstrating that this participant gained knowledge about the CBAM innovation. A decline on Stage 2 – personal concerns is also noted with a pre-assessment score of 72% moved to a post-assessment score of 59%, depicting a trending-down or decrease in *self*-concerns, which is what should be happening so that implementation efforts are successful.

Figure 9

Pre-Assessment Participant #4293743054

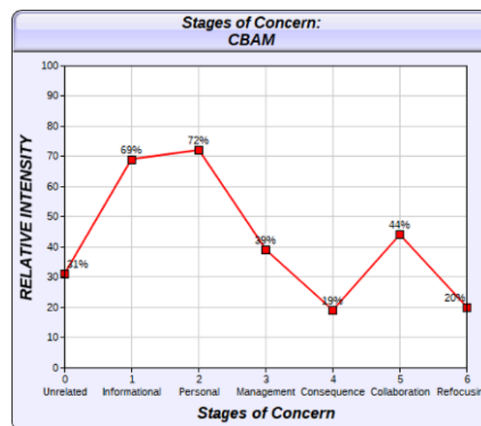
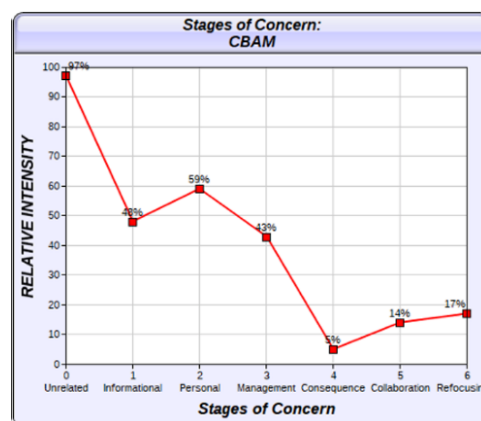


Figure 10

Post-Assessment Participant #4293743054



Figures 11 and 12 depict participant #4293843056 had a pre-assessment score of 87% on Stage 0 – awareness/unrelated; the post-assessment score increased to 94%, which indicates the initiative was neither a high priority at the outset, nor did the participant’s concern about prioritizing the use of the CBAM change after participating in the professional development series. An interesting shift in this participant’s Stage 1 – informational score includes a 90% pre-assessment score with a slight decline in the post-assessment score at 88%. An increase in Stage

2 – personal concerns suggest this participant is concerned about how using the CBAM might affect his/her current work.

Figure 11

Pre-Assessment Participant #4293843056

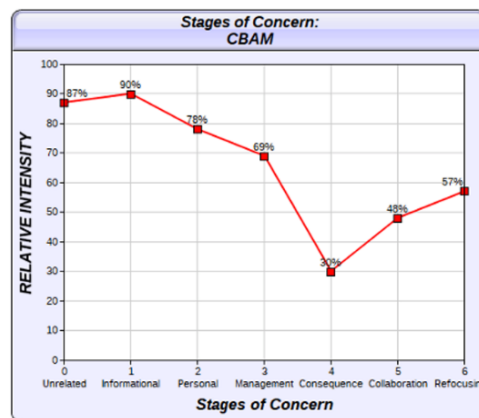
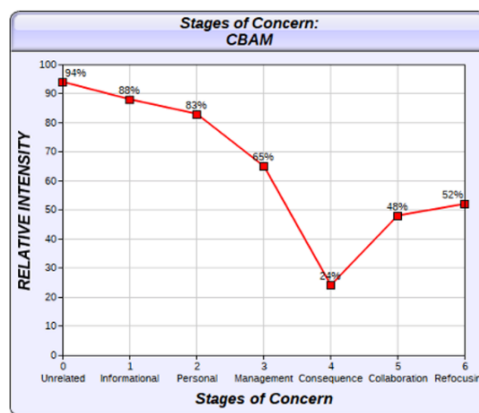


Figure 12

Post-Assessment Participant #4293843056



Figures 13 and 14 display results for Participant #4303943060. This participant expressed minimal concern (14%) on Stage 0 – awareness/unrelated during the pre-assessment phase. However, the post-assessment score reveals a sharp increase in concern at Stage 0 (87%). The pre-assessment score is suggestive of the participant’s feelings that CBAM is an important part of his/her work. The sharp increase in the stage during the post-assessment suggests that other initiatives are of greater concern. The pre-assessment score of 45% and the post-assessment

score of 66% on Stage 1 – informational suggests that the participant’s interest in knowing more about CBAM grew after participating in the professional development. Because it is important that concerns in the *self*-dimension decrease, this increase of 21 percentage points is an indicator suggestive of the need to provide more information about using the CBAM to support this administrator. A pre-assessment score of 25% on Stage 2 – personal concerns is sharply increased on the post-assessment to 83%, which makes a poignant point that this participant is acutely concerned about how using the CBAM might affect his/her current work.

Figure 13

Pre-Assessment Participant #4293843056

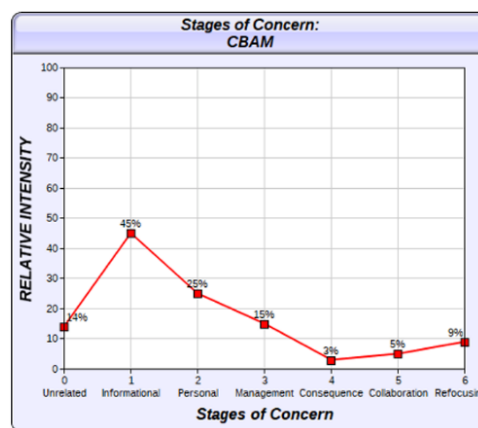
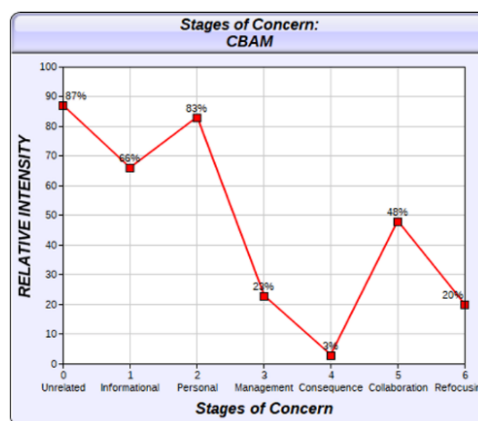


Figure 14

Post-Assessment Participant #4293843056



The final Participant #4304043059 results, as can be seen in Figures 15 and 16, had minimal concerns on pre- and post-assessment scores at Stage 0 – awareness/unrelated. The pre-assessment score was 1%, and the post-assessment score was 2%, basically suggesting that this participant expressed no concern before or after the CBAM professional development. Although it appears that little to no concern was expressed, the pre-assessment score of 72% on Stage 1 – informational suggested that the participant was extremely interested in more information about using the CBAM to address teachers’ emotional reactions to change. The decline in the score at post-assessment to 12% on Stage 1 – informational concerns suggests that the participant’s knowledge increased vastly after participating in the series of professional development. The extent of change in concerns from pre- to post-assessment on Stage 2 – personal concerns also reveal an extensive decrease from 78% on the pre-assessment to 21% on the post-assessment. These data align with the research in that individuals’ attitudes shift when involved in the early phases of a change initiative.

Figure 15

Pre-Assessment Participant #4304043059

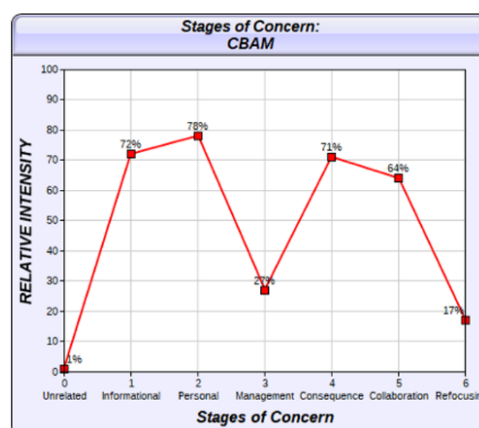
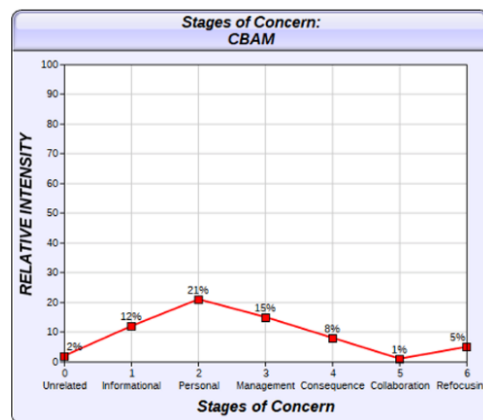


Figure 16

Post-Assessment Participant #4304043059



Stages of Concern: Task-Dimension. The *task*-dimension, Stage 3 – management, remained consistent with the highest mean score of 3.80 on both the pre-and post-assessment, which indicated that participants were concerned about not having enough time to organize themselves each day regarding the work required to implement the CBAM. Interestingly enough, Item #16 ($M=3.20$) on the pre-assessment indicated concerns about the ability to manage all that CBAM requires, while the same item (#16) on the post-assessment revealed a sharp decline with a mean score of 1.40. Such a decline may indicate that participants gained the insight necessary to shift their mindsets yet still had concerns about how to manage the logistics of a new system of thinking. Tables 21 and 22 depict participants’ responses to the items in the *task*-dimensions for both the pre- and post-assessments.

As a group, the cohort pre-assessment score on Stage 3 – management was 43%; the post-assessment score was 39% (see Figures 5 and 6). A review of the individual participant post-assessment scores revealed scores below 50% in the *task*-dimension, Stage 3 – management on all profiles with the exception of one participant. Interestingly, the participant of exception has one year of experience as an administrator. Drawing from Table 13, participants with 1-4

years of experience exhibited the strongest concerns in the *self*-dimension. In essence, these participants were concerned about how using CBAM might affect their current work (George et al., 2006). As new administrators learn new responsibilities, it is reasonable to expect individuals to exhibit personal concerns about the demands of new initiatives, especially as they arise in the midst of learning new duties. In sum, a decline in scores means that individuals have few concerns about using the CBAM. The data revealed that the use of the CBAM received a favorable response for potential implementation. Even in the face of myriad initiatives, the decline in participant scores revealed an understanding of how the CBAM can help administrators address teachers' emotional reactions to change.

As personal growth and development increases so too does the collective efficacy of the organization (Hord et al., 2013). Therefore, leaders must ensure that teachers' expressions of concern are addressed in conditions conducive to change. During such growth and development, school administrators must also recognize and use the quality of teachers' thoughts and actions as leverage to improve schools.

Table 21

Statement or Responses SoCQ Pre-Assessment Stage 3 – Management

Item #	<i>M</i>	<i>SD</i>	Item Text
Stage 3: Management			
4	3.80	2.28	I am concerned about not having enough time to organize myself each day (in relation to CBAM).
8	1.60	0.89	I am concerned about the conflict between my interests and my responsibilities
16	3.20	2.17	I am concerned about my inability to manage all that CBAM requires
25	2.20	1.64	I am concerned about time spent working with nonacademic problems related to CBAM.
34	1.20	1.64	Coordination of tasks and people (in relation to CBAM) is taking too much of my time.

Table 22*Statement or Responses SoCQ Post-Assessment Stage 3 – Management*

Item #	<i>M</i>	<i>SD</i>	Item Text
Stage 3: Management			
4	3.80	1.64	I am concerned about not having enough time to organize myself each day (in relation to CBAM).
8	1.20	0.45	I am concerned about the conflict between my interests and my responsibilities
16	1.40	0.89	I am concerned about my inability to manage all that CBAM requires
25	2.40	1.34	I am concerned about time spent working with nonacademic problems related to CBAM.
34	1.80	1.48	Coordination of tasks and people (in relation to CBAM) is taking too much of my time.

Focus Group Interview

The purpose of the interviews was to follow up with a small group of school administrators from the quantitative phase to better understand their concerns about using the CBAM to address teachers' emotional reactions to change. Three goals guided the use of the phenomenological focus group. The first goal was to ascertain and understand the extent of change in school administrators' concerns after participating in the professional development. The second goal was to identify and understand administrators' perceptions about instilling moral imperatives into organizational practices. The final goal was to identify school administrators' perceptions about how to build capacity for change in teachers.

The protocol for the focus group was adapted from *Focus Group Interviews in Education and Psychology* (Vaughn et al., 1996) and *Focus Groups: A Practical Guide for Applied Research* (Krueger & Casey, 2015). In total, three of five assistant principals attended an interview. Due to a power outage in the community on the day of the focus group interview, an additional interview was scheduled. Two assistant principals attended the initial focus group

interview, and one participant attended a second (individual) interview. Research Questions 3 and 4 were answered during the interviews.

Research Question 3: Moral Imperative

Although the district moved forward with a plan to construct schools without walls and implement change by learning, instilling moral imperatives was absent from the dialogue presented by participants during the interviews. In other words, participants neither insinuated nor presented perceptions about the need for instilling a moral imperative into organizational practices. It is unclear from the interview results whether this absence of dialogue was due to a lack of understanding on the part of the school administrators or if the student researcher did not clarify the meaning of moral imperative. Participants often referred to the need for change due to the closure of brick-and-mortar school buildings and reiterated this need as resulting from the impact of COVID-19.

The following narratives are quotes from the three interview participants. These narratives are participant responses to the research questions that were included in the interview. The research question is stated before the narratives are presented. A transcript of the entire focus group and individual interviews are posted in Appendix H.

RQ3: What are your perceptions about instilling moral imperatives into organizational practices to support teachers during educational change?

Participant #4293643055:

The key thing to me was the urgency, and what CBAM will help me do is better understand the different stages of change, how the teachers are feeling at each point. There's a sense of urgency because we're in the middle of a pandemic with changes and how we are going to reach our students.

Participant #4303943060:

We now have a responsibility to really ensure that teachers understand every single stage of that change and even why they are feeling some of the feelings that they are going through. I love to say, once you have the knowledge, now you have the power. And so now that we have the knowledge of what this change process looks like, we have a responsibility and a sense of urgency, especially in the midst of a global pandemic, to ensure that teachers know, understand, and they are ready to institute change in a rapid manner.

Participant #4293843056:

. . . we cannot do education the way we used to do it. So, we need to learn new strategies. In the end, we have to realize that everything that we do, we do for the kids, for their benefit, and we need to think that every single child deserves the best possible education. And sometimes change is necessary, and it needs to be imposed like now we have to learn new strategies.

Inasmuch as moral imperative was absent from the minds of participants during the interviews, the presence of salient and explicit dialogue, as can be seen from the narratives above, did reveal the need for a sense of urgency. Such dialogue also presented a resounding theme throughout the intervention sessions.

Research Question 4: Teacher Capacity for Change

Participants were vocal and open about the need for a sense of urgency to support teachers through a process of change. The qualitative data revealed the need to use the Concerns Based Adoption Model (CBAM) to support teachers. One participant expressed a desire to offer professional development on the model, indicating that she made a few mindset changes of her

own and is now ready to embrace change more openly. Another participant expressed the importance of collective efficacy, citing trusting relationships with staff as the impetus to build capacity for change in teachers. Finally, a third participant stated that teachers need to be part of change and that by realizing why change is needed, teachers and leaders move in the same direction, that is, toward the shared organizational vision. Again, the research question is stated before the narratives are presented. A transcript of the entire focus group and individual interviews are posted in Appendix H.

RQ4: What are your perceptions about how to build capacity for educational change in teachers?

Participant #4293643055:

I think I could use this model. We used our [teacher-leaders] to brace the teachers [for a change] or present it first, hey, it's a sense of urgency now. So, we kind of put them out their first. We put them out front and they came back and said, "Oh, we're gonna [sic] get some pushback." So that was our first step, we got them [teacher-leaders] to break it to them gently. But now as a reinforcement, we would go back in and use a professional development day to show them how to use the steps . . . I gotta [sic] get them to change their mindset.

Participant #4303943060:

. . . And the first thing we have to do is really develop trust. You mentioned something about collective efficacy. And a big part of collective efficacy is ensuring that we build those trust relationships with our staff so that everyone understands the impact and the volume that they have in that change-making process. We're going to have some pushback, but the only reason you're getting pushback is when collective efficacy is low,

and people don't see how they play a part in the change process that is happening for students. So once everyone sees how the change not only impacts them or how they impact the change, then I think everyone can buy into moving forward to greater things.

Participant #4293843056:

You have to make them (teachers) part of the change and involve them in the process.

They need to realize that change is needed, why it's needed, share the vision, share the goal. We have to move in the same direction . . . because if you just come up with a new strategy and give it to them and they are blindsided they don't know how this will help us, how it's supposed to support our mission and vision. It will not produce results, no matter how good the strategies if the teachers don't buy into it, it will not produce results.

Building capacity for change in teachers was clearly expressed as a need during the interviews. The concern expressed by participants pointed toward using teachers to support one another during a process of change and developing trusting relationships so that collective efficacy is increased. As mentioned previously, one participant expressed the need for teachers and administrators to move in the same direction. This expression resembles thinking that may be a first step toward shifting mindsets. By understanding that change must begin with individuals and engaging teachers in the early phases of a change process, school administrators have a better chance of successful implementation efforts (Fullan, 2000; Hord & Roussin, 2013).

Conclusions

Although this study sought to understand school administrators' attitudes about using the Concerns Based Adoption Model (CBAM) in conjunction with the Triple "I" Change Process, a robust understanding of the personality of change was brought to the forefront. That is to say, behaviors are driven by emotions and cognitions in the context of one's lived experiences

(Bandura, 1986; Lewin, 1935). Taken together, leading teachers and managing change is a matter of culture, wherein operating procedures and assumptions are woven together to construct an ecological blanket of guiding principles first for the individual and then for the collective organization (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006). As presented in Chapter 1, a person's microsystem is as good as the roles, activities, and interpersonal relations that make up the setting (Bronfenbrenner, 1979).

Whereas the data did not suggest that leading with a moral imperative—a binding force that compels individuals to commit to educational change—was necessary to implement change, the expressions about a sense of urgency were salient throughout the interviews and the intervention. Albeit salient, the press for urgency was brought on by COVID-19; therefore, it is questionable whether these sentiments would be the same given the absence of a global pandemic. The breadth of new resources purchased by the studied district, as well as free resources provided by the state to support remote and online teaching and learning due to COVID-19, were too many to count at the time of this study. One has to wonder if COVID-19 was a necessary evil sent to shape the much-needed change in the American Education system. Either way, this study invoked curiosity and evoked emotions that catalyzed a sense of urgency toward learning how to be better leaders by providing administrators with mental tools to help them think differently about how to lead teachers and manage change. Consequently, further research is needed regarding moral imperative, as it is unclear whether participants understand the concept.

Discussion

This section presents a discussion of the findings with the recommendation and limitations of the study. The Stages of Concern Questionnaire (SoCQ) identified school

administrators' attitudes about using the Concerns Based Adoption Model (CBAM) to address teachers' reactions to change. School administrators sought information about CBAM with an intensity that produced a high score on the informational stage of the SoCQ. However, this intense thirst was quenched after the series of professional development revealed the relative intensity of concerns represented by the score of 81% on the post-assessment in Stage 0 – awareness/ unrelated. This score indicated that although the components of the CBAM were understood, focusing on the model was not a priority at the time of this study.

A closer look at the extent of change based on mean scores brought the ultimate concerns to Stage 2 – personal concerns, which were the most consistent, with 70% intensity on the pre-assessment and only a slight decline to 63% on the post-assessment. These concerns are represented as stages because of the developmental nature of movement (George et al., 2006). In other words, the moderately high percentage or relative intensity of concern demonstrates individuals' emotional reactions to a specific type of concern. As these concerns are resolved, intense emotions are reduced. An increase in mean scores on Item #13 with a pre-assessment mean score of 3.60 increasing to 4.40 on the post-assessment is depicted as the most salient concerns from pre-to-post-assessment on Stage 2 of the *self*-dimension, personal concerns; details are displayed in tables 23 and 24.

Simply put, even though there was a slight decline in the percent of intensity throughout the study, participants consistently expressed personal concerns. As previously mentioned, these concerns revealed that participants remained deeply concerned about who will make decisions, how the administration will change, and how their roles will change if the CBAM is adopted. Although these concerns appear informational, they are in actuality personal and remain part of

the *self*-dimension of the Stages of Concern. As such, the need to decrease these concerns is important to the future of implementing change in the studied district.

Table 23

Statement or Responses SoCQ Pre-Assessment Stage 2 – Personal

Item #	<i>M</i>	<i>SD</i>	Item Text
Stage 2: Personal			
7	4.40	2.07	I would like to know the effect of reorganization on my professional status.
13	3.60	2.30	I would like to know who will make the decisions in the new system.
17	4.00	1.87	I would like to know how my teaching or administration is supposed to change.
28	4.20	2.17	I would like to have more information on the time and energy commitments required by CBAM
33	3.00	1.87	I would like to know how my role will change when I am using CBAM.

Table 24

Statement or Responses SoCQ Post-Assessment Stage 2 – Personal

Item #	<i>M</i>	<i>SD</i>	Item Text
Stage 2: Personal			
7	3.20	1.79	I would like to know the effect of reorganization on my professional status.
13	4.40	2.61	I would like to know who will make the decisions in the new system.
17	3.40	2.30	I would like to know how my teaching or administration is supposed to change.
28	2.80	1.30	I would like to have more information on time and energy commitments required by CBAM
33	3.00	1.87	I would like to know how my role will change when I am using CBAM.

Recommendation

There can be no tipping point for change in the culture of a school if administrators fail to support teachers during implementation efforts. Therefore, school administrators must be intentional about leading teachers and managing a process of change. In fact, in one study to examine teachers' beliefs about change, the findings pointed to inconsistent support of building-level leaders as a reason for failed implementation efforts (Thornburg & Mungai, 2011). By using the CBAM to decrease emotional reactions to change, school administrators can guide thinking toward behaviors that lead to school improvement while at the same time squelching misconceptions and uncertainties that shroud change efforts.

Components of the CBAM are versatile and easy to implement, thus making way for school administrators to be more responsive to the emotional needs of all staff. Based on the findings of this present study, it is recommended that all school administrators integrate and execute the Concerns Based Adoption Model (CBAM) with the Triple "I" Change Process to ensure successful initiation and implementation of initiatives.

Implications for Practice

This present study bears practical use for school leaders. Due to the stressful effects of COVID-19, social and emotional learning has come front and center in public education, thereby creating the need for school administrators to address concerns that may or may not be related to local school reform initiatives. The Stages of Concern (SoC) dimension of the CBAM can be easily integrated into administrators' daily practice. Learning how to use the CBAM does not require formal training. It is a conceptual framework requiring no tangible tools, only the mindset. As such, anyone can learn to identify and address teachers' expressions of concern about a change.

Based on the findings of this study and outcomes from the evaluation, it is advisable that the intervention remain accessible to school administrators, particularly school principals. Given that no school principals participated, it would behoove the district to insist that building-level leaders (principals) are equipped with the mental tools necessary to support staff through educational change initiatives. The sessions could be offered as ongoing professional development during potential onboarding processes for new administrators as well as new teachers. The Stages of Concern Questionnaire (SoCQ) can be used to gauge concerns about any initiative before, during, and after implementation efforts. Also, data from the SoCQ can be used to determine when to abandon initiatives that are no longer effective.

Top Five Takeaways

As a career-educator with more than twenty-five years in public education, I have engaged in experiences that have challenged my beliefs and attitudes and subsequently shaped and reshaped my cognitions to the point of transformation. Through roles such as High School Teacher, Elementary and High School Counselor, High School Assistant Principal, Principal at the elementary, middle, and high school levels, and at the time of this study, a District Administrator, it is humbling to share my favorite lesson, Be Still, Listen and Learn. From this lesson, I draw five takeaways.

1. Be with teachers through the journey of change
2. Still your need to be right, in doing so you extend grace to yourself and your teachers.
3. Listen to your teachers and lead with your heart
4. And..., empathize with your teachers by connecting them with an innovation through their emotions.
5. Learn, only after you have listened

Implications for Research

A review of the demographics regarding the participants studied revealed minimal years of experience as school administrators. Of the five participants, 60% had less than 5 years of experience as a school administrator, and of that number, 67% were graduate student interns working in the role of assistant principal. Also, important to note here is that one administrator indicated twenty years of experience. Based on information from the focus group interview, the participant may have included teaching experience in this response. Comparing these years of experience to the expressed concerns may suggest that lack of experience is a factor that drives school administrators' responsiveness to teachers' emotional reactions to change. Thus, further research is needed to study the effects of support provided to teachers during a change process based on years of experience as a school administrator. As such, the student researcher believes that school administrators need more foundational support in school administration preparation programs. That is to say, although school principals are not trained counselors, principals who are equipped with the mental tools necessary to respond to teachers' emotional reactions to change may be better suited to dissect the ecology of human development (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006).

Also, the absence of concern for moral imperative has implications that warrant further research as well. Moral imperative in education is not a new concept. Kohlberg and Hersh (1977) cited John Dewey (1964) by suggesting that instilling this obligatory force into organizational practices requires a qualitative transformation in thought and action. That is, change occurs through a personal vacuum, wherein assumptions are transformed by experiences that occur during contextualized moral conflict resulting in cognitive growth (Kohlberg & Hersh, 1977; Talebi, 2015). School principals must understand teachers as human beings, as ongoing works of

progress, which occur through interpersonal relations within microsystems that influence change. Leaders who lack such an understanding risk cultural suffrage, the demise of collective efficacy, and continuous declines in student achievement.

Limitations

Although using an integrated approach to support teachers through change may be a plausible option, this study poses limitations for practice. First, the study was initially intended for a face-to-face audience in professional development sessions. Due to the onset of COVID-19, the intervention had to be adapted to an online video conferencing platform, Zoom. While this limitation may seem minimal, much of the material and delivery methods were revamped to align with the tenets of the online video conferencing platform. Also, topics and activities were adapted based on attendance in each session.

The transition from a face-to-face audience to an online audience may seem less than a daunting task. However, distinguishing the two approaches, that is, face-to-face versus an online audience, is important so that learning is not compromised. For example, some administrators had to learn how to use the Zoom platform. Also, while the expectation was for individuals to keep their cameras on during sessions, some participants opted not to do so. In such instances, it was difficult to determine if the individual remained engaged during the session or if the individual was engaged at all. In sum, the use of technology for teaching and learning is a complementary resource when it is consistently functional. The worries of Internet disruptions, bandwidth complications, and other issues beyond the control of the researcher bear serious consideration for anyone wishing to replicate this study.

Second, the small sample size eliminated the possibility of generalizing the findings. While the total intended audience was sixteen school administrators, only five individuals were

included in the study. Finally, on the day of the focus group interview, the community experienced a power outage, limiting the number of participants attending. A total of three individuals were interviewed—two in the focus group and one in an individual interview.

Finally, consistent with the literature, change is personal. It takes time and can be emotionally draining (Cheung & Wong, 2012; Feldman & Weiss, 2010; Fullan, 2000; Inandi et al., 2013). The fact that the study revealed participants had strong personal concerns about using the CBAM to address teachers' emotional reactions to change does not negate school administrators' responsibility to support teachers.

Summary

Emotions are introspective and thus vary from individual to individual. Hence, administrators desiring to improve schools must be equipped with the functional skills to support teachers. In doing so, the internal gears of the mind can drive change and determine the exact time to shift up and engage with innovations. Although individuals proclaim victory as change agents, how do we really know that others bear the weight of the intellect, skill, and character required to navigate the complex nature of change? This question is essential and begs action, as it is the truest form of demonstrating shifts in mindsets.

Situations that require change are challenging only because the process represents one's personal journey toward transformation. Decisions to accept or resist new initiatives requiring change hinge on school administrators' capacity to empathize with the expressions of concern exhibited by teachers. Individuals who are led by school principals have a right to expect competence. This competence is not only relegated to a leader's academic prowess but also to his/her capacity to support the emotional needs of all individuals for whom he/she is responsible.

Such a feat requires skills that do not earn grades to be recorded in grade books; rather, these skills are determined by the empathy that leaders reveal to those who need it, when it is needed.

Ultimately, the mindset that reveals one's passion for learning also reveals the heart of his/her character. In a world filled with uncertainty, as has been the case with the burgeoning effects of COVID-19, all that is left is the HEART of the matter. The will to take action for school improvement is made possible through school administrators' courage to lead teachers and manage change; it is an obligatory force that should direct all school leaders. Students deserve it, and teachers need it.

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Appendix A: Needs Assessment Informed Consent

Protocol Number: _____

Student Participant Code: _____

Instructor Participant Code: _____

Johns Hopkins University
Homewood Institutional Review Board (HIRB)
Student Assent and Parental Informed Consent

Title:

Principal Investigator:

Date:

PURPOSE OF RESEARCH STUDY:

The purpose of this research study is to

PROCEDURES:

There will be several components for this study:

Time required:

RISKS/DISCOMFORTS:

There are no anticipated risks to students.

BENEFITS:

Potential benefits are

Title: PI: Date:

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your child's participation in this study is entirely voluntary. You choose whether to allow your child to participate, and your child will indicate below whether he or she agrees to take part in the study. If you decide not to allow your child to participate, or your child chooses not to participate, there are no penalties, and neither you nor your child will lose any benefits to which you would otherwise be entitled.

You or your child can stop participation in the study at any time, without any penalty or loss of benefits. If you want to withdraw your child from the study, or your child wants to stop participating, please contact _____ via phone or email: (xxx) xxx-xxxx, yourname@jhu.edu.

CONFIDENTIALITY:

Any study records that identify you or your child will be kept confidential to the extent possible by law. The records from your child's participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the Office for Human Research Protections. (All of these people are required to keep your identity and the identity of your child confidential.) Otherwise, records that identify you or your child will be available only to people working on the study, unless you give permission for other people to see the records.

All videotapes and measures will be examined by the Principal Investigator and research affiliates only (including those entities described above). No identifiable information will be included in any reports of the research published or provided to school administration. A participant number will be assigned to all surveys and the student's achievement scores.

Surveys will be collected in either electronic or paper format. Survey data completed electronically will be collected via a password protected Survey Monkey account that belongs to JHU School of Education. If the student is unable to complete the surveys electronically, paper copies will be provided. In both electronic and paper format, these data will not include identifiable information.

Video data of the classroom interactions may be transcribed by an outside agent (transcriptionist), who will de-identify all transcripts by deleting all names from the transcript and only a participant number or pseudonym will be included on these transcripts.

All research data including paper surveys and videotapes will be kept in a locked office. Electronic data will be stored on the PI's computer, which is password protected. Any original tapes or electronic files will be erased, and paper documents shredded, ten years after collection.

Only group data will be included in publication; no individual achievement data will ever be published.

COMPENSATION:

Your child will not receive any payment or other compensation for participating in this study

Title:

PI:

Date:

IF YOU HAVE QUESTIONS OR CONCERNS:

You and your child can ask questions about this research study at any time during the study by contacting _____ via phone or email: (xxx) xxx-xxxx, yourname@jhu.edu.

If you [or your child] have questions about your child's rights as a research participant or feel that your child has not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES**WHAT YOUR SIGNATURE MEANS:**

Your signature below means that you understand the information in this consent form.
Your signature also means that you agree to allow your child to participate in the study.
Your child's signature indicates that he or she agrees to participate in the study.

By signing this consent form, you and your child have not waived any legal rights your child otherwise would have as a participant in a research study.

Child's Name

Child's Signature

Date

Signature of Parent or Legal Guardian

Date

**Signature of Person Obtaining Consent
(Investigator or HIRB-Approved Design)**

Date

Appendix B: Participant Informed Consent Form

Informed Consent Form

Leveraging Change Through Purpose and Power

Dr. Marcy Marinelli, Principal Investigator

Gail Powers, Student Researcher

PURPOSE OF RESEARCH STUDY:

- The purpose of this mixed methods research study (explanatory sequential design) is to examine school administrators' perspectives about teachers' emotional reactions to educational change and provide support in leading teachers and managing change simultaneously.
- We anticipate approximately thirty (30) people will participate in this study.

PROCEDURES:

- Participants will complete the Stages of Concern Questionnaire (SoCQ) as a pre-test to identify initial concerns about using the Concerns Based Adoption Model (CBAM) to address teachers' emotional reactions to change.
- Participants will engage in a series of four professional development sessions designed to equip school administrators with research-based content and functional skills that lead to successful implementation efforts during a change process.
- Participants will complete the Stages of Concern Questionnaire a second time as a post-test; the results will be compared to the pre-test to determine the extent of change after the CBAM professional development.
- One focus group interview with six to eight purposively selected participants will be conducted to explain the quantitative results of the questionnaire in phase one of the study. The sample will be selected based on pre and post SoCQ scores.
- Focus Group data will be thematically coded and merged with the SoCQ data to provide a robust interpretation of school administrators' perspectives about leveraging change through purpose and power.

RISKS/DISCOMFORTS:

- The risks associated with participation in this study are no greater than those encountered in daily life.

BENEFITS:

- This research will contribute to participants' conceptual knowledge base by adding value to the professional capital of the organization.
- This study may benefit public education students if the results lead school administrators to adopt shifts in mindsets that lead to a reduction in teachers' emotional reactions to change.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

- Participation in this study is entirely voluntary. You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.
- If you choose to participate in the study, you can stop your participation at any time, without penalty or loss of benefits. If you want to withdraw from the study, please contact Gail Powers at gpowers1@jh.edu
- If we learn any new information during the study that could affect whether you want to continue participating, we will discuss this information with you.

CONFIDENTIALITY:

- Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that the research is done properly, including members of Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study unless you give permission for other people to see the records.

COMPENSATION:

- You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

- You can ask questions about this research study now or at any time during the study by talking to the student researcher(s) working with you or by calling Dr. Marcy Marinelli, Principal Investigator of the study, at (240) 606-1119).
- If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES:**WHAT YOUR SIGNATURE MEANS:**

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.

By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

Participant's Signature

Date

Signature of Person Obtaining Consent
(Investigator or HIRG Approved Designee)

Date

Appendix C: Resistance to Change Instrument

Listed below are several statements regarding one's general beliefs and attitudes about change. Please indicate the degree to which you agree or disagree with each statement by selecting the appropriate number on the scale next to it. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are and roughly your same age. Your responses will be kept in absolute confidence.

Statement	Strongly disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly agree
1. I generally consider changes to be a negative thing.	1	2	3	4	5	6
2. I'll take a routine day over a day full of unexpected events any time.	1	2	3	4	5	6
3. I like to do the same old things rather than try new and different ones.	1	2	3	4	5	6
4. Whenever my life forms a stable routine, I look for ways to change it.	1	2	3	4	5	6
5. I'd rather be bored than surprised.	1	2	3	4	5	6
6. If I were to be informed that there's going to be a significant change regarding the way things are done at school, I would probably feel stressed.	1	2	3	4	5	6
7. When I am informed of a change of plans, I tense up a bit.	1	2	3	4	5	6
8. When things don't go according to plans, it stresses me out.	1	2	3	4	5	6
9. If one of my professors changed the grading criteria, it would probably make me feel uncomfortable, even if I thought I'd do just as well without having to do extra work.	1	2	3	4	5	6
10. Changing plans seems like a real hassle to me.	1	2	3	4	5	6

Statement	Strongly disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly agree
11. Often, I feel a bit uncomfortable even about changes that may potentially improve my life.	1	2	3	4	5	6
12. When someone pressures me to change something, I tend to resist it even if I think the change may ultimately benefit me.	1	2	3	4	5	6
13. I sometimes find myself avoiding changes that I know will be good for me.	1	2	3	4	5	6
14. I often change my mind.	1	2	3	4	5	6
15. I don't change my mind easily.	1	2	3	4	5	6
16. Once I've come to a conclusion, I'm not likely to change my mind.	1	2	3	4	5	6
17. My views are very consistent over time.	1	2	3	4	5	6

This version is for use with students. For use with employees, the context in items 6 and 9 needs to be changed from school to work:

Item 6: If I were to be informed that there's going to be a significant change regarding the way things are done at work, I would probably feel stressed.

Item 9: If my boss changed the performance evaluation criteria, it would probably make me feel uncomfortable even if I thought I'd do just as well without having to do extra work.

Scoring instructions

Items 4 and 14 need to be reverse coded.

The RTC score is the mean of the 17 items (after reversing the scores of items 4 and 14).

Subscale scores:

Routine seeking: Items 1-5

Emotional reaction: Items 6-9

Short-term focus: Items 10-13

Cognitive rigidity: Items 14-17

18. Name an adjective that defines you and then describe your professional identity in the context of this word.

19. If you were not an educator, describe yourself using your best choice adjective.

20. Describe the mental model or conceptual framework that guides your thinking about decision-making.

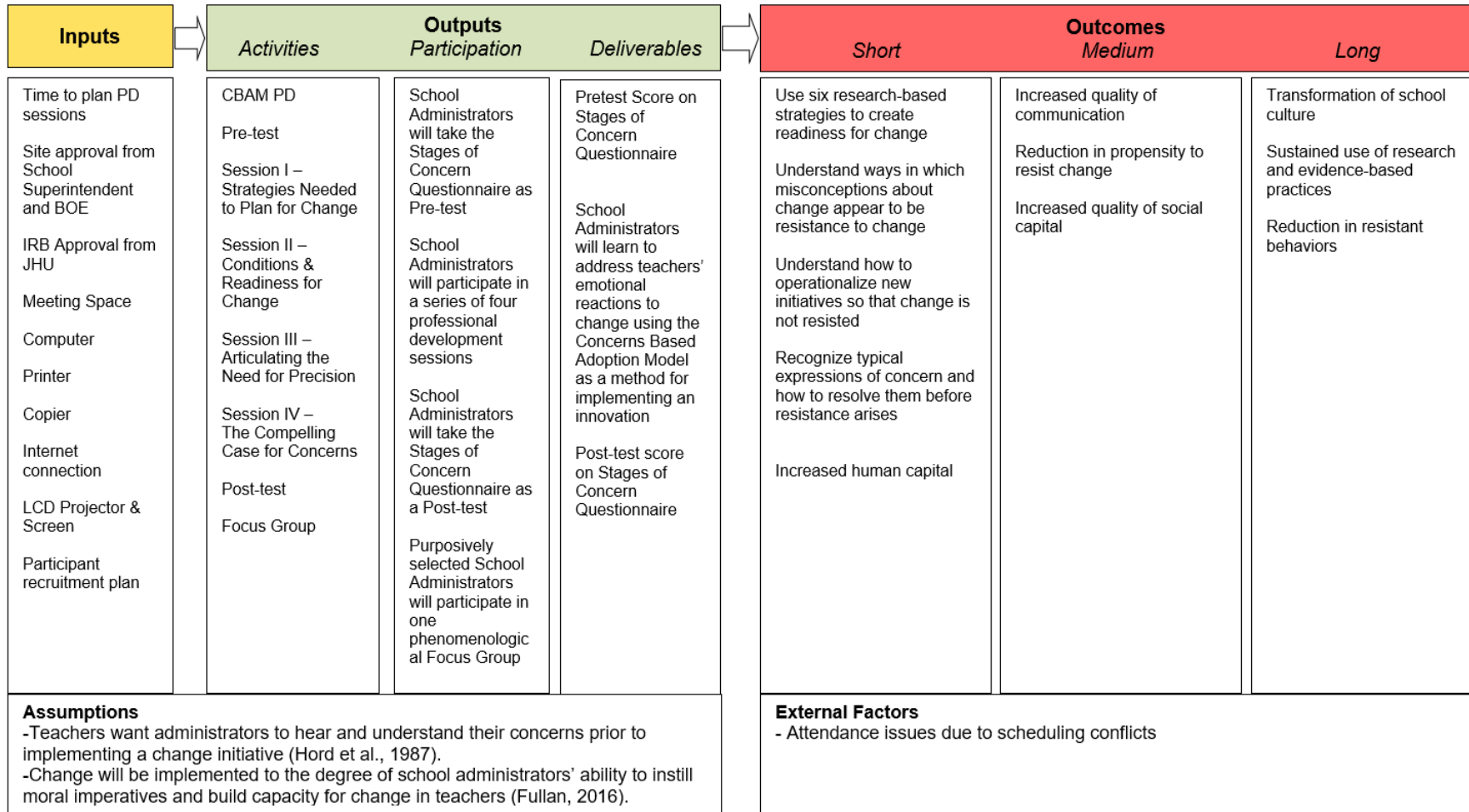
Appendix D: Logic Model

Situation

Needs assessment reveals teachers' emotional reactions and short-term focus during a process of change is a strong indicator of implementation failure
Teacher resistance to change stifles implementation efforts.

Priority

The Concerns Based Adoption Model can support school administrators' attempts to successfully implement change.



Appendix E: Intervention Lesson Plans

Session 1

Part A

Explaining Six Research-Based Strategies for Change

Outcome:

Learners will identify the six research-based strategies for change and explain why they are required.

Assumption:

Change does not happen simply because a change has been introduced; research can inform us about the steps to be taken to increase the potential for implementation of the change.

Suggested Time:

60 minutes

Materials:

1 copy for each participant

Tobia, E. F., & Hord, S. M. (2002). Making the leap: Leadership, learning, and successful program implementation. *Instructional Leader*. Austin, Texas: Elementary Principals and Supervisors Association.

Handout 2.1, Assessing the Degree of Implementation of the Six Strategies
Learning Journal – 1” 3-ring binder

Engaging in Learning:

1. Administer the Stages of Concern Questionnaire
2. Ask participants to organize themselves in groups of six—if there are not this many participants, arrange people in sense-making groups to do shared teaching/learning. Distribute a copy of the paper to each participant, directing each group to organize so that each person is responsible for one of six strategies: to read and study, and plan to teach the others in the group about the strategy.

Each person teaches others in the six-person group (tell participants not to read the paper to their colleagues, but make a short learning plan that will involve the group members in the learning).

3. Reorganize the participants so that those who taught the same strategies meet in a group. In this group, they will each share how they taught the others the strategy. This group then makes a new plan to teach the entire group about their strategy, making use of the best ideas that they gained from the group. The group should select a person from their group to represent them and teach the large group of all participants about the strategy.

Solicit questions and provide responses. This second “teaching” of the strategies reinforces the initial learning of the entire group.

4. Distribute Handout 2.1. Ask participants to identify a change that is in progress in their school. Place the name of the change at the top of the handout. Review each strategy in the left column and check the appropriate box to represent the degree to which the participant believes the strategy has been implemented in their change effort. In the box, jot evidence that supports your rating.
5. Prepare to report your findings to the large group: your surprises, certainties, questions, and curiosities. Solicit volunteers to report to the large group. Solicit questions and/or needs for clarification. Encourage responses/solutions from the large group.

Part B

Planning Strategies for a Change Effort

Outcome:

Learners will create initial plans for a change effort, focused on the strategies, and explain how they will be used to cross the implementation bridge.

Assumption:

A plan is not set in concrete, but it is the means by which to launch a change effort and to look long term to identify actions that will be required over the course of the change project, recognizing that adjustments will undoubtedly be needed.

Suggested Time:

60 minutes

Materials:

1 copy for each participant

Handout 2.2.a, Six Strategies for Change: Talking Points and Questions.

Ask the participants to refer to the “Making the Leap” paper from Part A in this session.

2 copies for each participant

Handout 2.2.b, Constructing a Skeletal Plan for Crossing the Implementation Bridge

Engaging in Learning:

Review the major points from Part A in this session. Ask for questions; turn the questions back to the other participants, requesting them to respond. If responses are incorrect, or none are offered, provide answers to the questions.

1. Guide the whole group in collaboratively constructing a skeletal plan for “crossing the implementation bridge.” A very useful tool for considering the creation of such a map has been provided by Edward Tobia, of SEDL in Austin, Texas. Use Handout 2.2.a, “Six Strategies for Change: Talking Points and Questions” to guide thinking and creating such a map. Ask participants to review Handout 2.2.a independently, underlining significant points made about each strategy. After independent review, invite table team members to circle the table and the list of strategies, giving each individual the task of leading a 2-minute interaction with the group about a strategy, focusing on points the team members considered important. Maintain a list of any questions that are generated as your table team reviews Handout 2.2a.

Provide time for this review and discussion, then reconvene the whole group and solicit questions they have recorded. Invite responses to questions from the whole group and refer to Handout 2.2a when applicable.

2. Remind the participants to keep in mind the ideas we have just reviewed, for now we will turn our attention to creating a skeletal map, and we will do this collaboratively with the whole group involved together. Use the scenario below to guide this activity.

Scenario: Anywhere Middle School has 575 students in Grades 6-8, with a teaching faculty of 30. After careful study and exploration, the faculty has decided to adopt a new classroom practice—a new questioning approach that will increase their teaching proficiency and students’ understanding and learning results. It is a strategy that will be used by all teachers at all levels.

3. Use Handout 2.2b and guide participants in creating and recording a plan for identifying strategies for a 2-year implementation of the new questioning practice. For each strategy noted, an explanation should be provided for its identification. Ask participants to determine the sequence of the strategies and how long it might take to implement each specific strategy in a 2-year period of time.

Ask participants which of the six strategies might be the initial one, articulating a shared vision of the change or creating a context that supports and encourages the change: “yes, let us start with a vision of what the change will look like in classrooms after it has been implemented well... We will start with this strategy because? Yes, we must know where we are going, or what the end point will be before we start.”

Guide the group similarly through the steps, soliciting appropriate explanation for each step, referring back to the “Making the Leap” paper and to Handout 2.2.a for ideas.

4. Organize participants in small groups of three to four, whose task is to decide on an innovation (new program, process, practice—a change that is being executed in one of their schools). Use a second copy of Handout 2.2.b to provide this information and descriptors for the school, and create a plan (similar to the whole group’s practice) for crossing the implementation bridge. (30 minutes, if time permits)
5. Invite groups to present their plans to another group. After this 10-minute activity, solicit one group to share their plan with the large group; invite critiques of their plan—any critique must be coupled with an explanation or rationale. Solicit questions or needs for clarification. Celebrate products.

Session 2

Part A

Reviewing the Literature on Structural and Relational Conditions for Change

Outcome:

Learners will briefly describe a selected set of contextual factors, accessed from the literature, that are valued for successfully introducing changes in organizations (schools and districts).

Assumption:

In addition to their own experiences, wise leaders refer to the research knowledge base for obtaining guidance in establishing the conditions most conducive for supporting their change process.

Suggested Time:

60 minutes

Materials:

Chart paper, self-sticking type

Markers

Large-size sticky note pads, one for each two to three participants

1 copy of the literature on conditions for successful change (excerpted by James Roussin) for each participant:

Research briefs (4) abstracted from Hoy, Tarter, and Woolfolk Hoy (2006)

Engaging in Learning:

1. Set the stage by sharing with participants that we will dig a bit deeper into the “context for successful change” strategy. Provide two quick descriptions (from your own experience) of two contrasting conditions that participants might encounter in initially entering their learning location where they will study their newly adopted program or practices, such as
 - a. a dark, uncomfortably cold and undecorated room, except for the “rules for the room” posted in the middle of the major wall, or
 - b. a large, airy, brightly lighted room with a bouquet of flowers on the podium and an offering of a few “sweets” at each person’s seat.

Ask participants to chat for 2 minutes about these two settings, determining which setting will be most conducive to their comfort, interest, and attention to learning.

2. Guide the participants in finding their Research Briefs (1-4) and identifying a foursome of learning partners. Before starting this activity, create four charts with the following headings and post them in the room:

Academic Emphasis of Schools	Collective Efficacy	Faculty Trust in Parents and Students	Academic Optimism
------------------------------------	------------------------	--	----------------------

Request one person in each group of four to serve as facilitator for the first research brief. Each individual reads the same brief, marking parts if they wish, and then engages in the activity of *say something*. In this activity, there is no cross-talk—each person (supported by the facilitator) relates his or her reactions, thoughts, or feelings resulting from reading the research brief. For closure the facilitator summarizes crisply the key ideas by the group, records them on a large sticky note, and places it on one of the four charts on the wall, designated for that research brief. The remaining briefs are reviewed in the same way with a different individual facilitating the four-person groups.

3. Focus the entire group of participants on each of the large charts of sticky notes. Discuss the ideas, and derive a summary of each brief's concepts or ideas. A recorder should indicate these ideas on the large charts.
4. Show how these “Big Ideas” can be used in a change effort by inviting participants to arrange in pairs to reflect and brainstorm applications to their work. The applications should be jotted on sticky notes and posted on a blank chart near each of the research briefs posted on the wall.
5. Collect the two sets of four charts and post them at each future session. The information may be used to collect a running tab of conditions, as identified across future sessions. Invite participants to snap photos using their phones so that they can continue to notate additional conditions.

Part B

Assessing Change Readiness

Outcome:

Learners will describe five change readiness dimensions for determining staff willingness and capacity to participate in implementing change.

Assumption:

Change readiness is a necessary and often critical stage that must be addressed before starting any implementation.

Suggested Time:

45 minutes

Materials:

Chart paper, self-sticking type

Markers

One sticky dot for each person

One copy for each participant

Handout 2.4, Readiness for Change

Engaging in Learning:

1. Set the stage by asking participants to recall a time when a change took place, and staff members were not happy about it.
2. Invite participants to create a T chart in their learning journal. On the left side of the T chart, identify the behaviors that staff expressed when they were not positive about the change. On the right side of the T chart, identify what early support staff may have needed in order to be more responsive to the change.

Behaviors	Early Support

3. Ask participants to find a partner and share what they identified on their T chart.

4. Ask participants to return as a whole group and share ideas and examples of what early support staff may need so they are more responsive to a change. Post responses on chart paper.
5. Give each participant one sticky dot, and ask each person to place his or her dot on one early support that may be most important in preparing staff for change.
6. Invite participants to share what they notice about where the majority of the dots landed. Ask why early support in those areas may be important in creating readiness for a change.
7. After the conversation, ask participants to locate Handout 2.4, Readiness for Change. This handout identifies key indicators of readiness that informs change leaders when potential implementers are ready to begin implementing a change.

Ask participants to read and underline important factors in the readiness dimensions and indicators listed on the handout—factors that they deemed most critical or important to their change efforts in their schools.

When they have finished reading and reviewing the handout, ask them to find a learning partner and, together, describe to each other the five dimensions of change readiness and why these dimensions are important in guiding change.

8. Invite the group to explore ideas in how the Readiness for Change handout might be used in determining staff willingness and capacity for a change.

Session 3

Articulating the Need for Precision about the Change

Outcome:

Learning will explain the imperative for creating a mental image—a written picture—of the change when it is in operation.

Assumption:

Too often change efforts provide a very shabby description of the change to which the organization is moving, through implementation. Only when the change target is clearly defined can participants see clearly where they are going and have any real chance of arriving there.

Suggested Time:

90 minutes

Materials:

- 1 copy for each participant
 - Descriptions of Teacher A, B, and C
 - Interviewer protocol
 - Handout 3.1, Analysis and Comparison of Three Classrooms' Practices

Engaging in Learning:

1. Invite four members of the learning group to participate in the following roles.
Teacher A, Teacher B, Teacher C, and Interviewer.

Ask the individuals to study carefully the classroom teacher who they will portray and be ready to be interviewed about New Math, playing the role of teacher, in a 4-5 minute activity. Select an individual to be the interviewer, provide the interview protocol to this person, and direct him or her to prepare to use the questions with the three teachers. Inform the interviewer that there will be three rounds of interviews lasting approximately 2-5 minutes each. Ask all four group members to remain faithful to the script, not adding or deleting commentary.

2. Distribute Handout 3.1 to each of the remaining participants, who are organized in pairs. Explain that the three individuals will portray classroom teachers. The observers will listen carefully to the three interviews of the teachers, with the task of ascertaining what the major components or parts of the New Math Program look like from the teachers' perspectives. You can jot down components you heard for each teacher in the space provided in Handout 3.1.
3. Direct the dyads to remain with their partners. Provide them with copies of the interview protocol and the descriptions of the teachers. Ask them to read the interview protocol and the teachers' descriptions, then check their handout where they have noted the

components (major parts) and add notes in the cells to describe what each of the three teachers described as his or her work for the New Math.

4. After hearing the math program described by the three teachers, and reading their descriptions, name four components of the math program that should be addressed during implementation that are based on the three teachers' use. Write the name of each component in the four cells in the first column on Handout 3.1.
5. Solicit participants around the room to share information, to be written in the cells, checking for accuracy with the teachers who are playing their roles, to be sure that each teacher is described according to the role-plays.

Teachers A's information on the chart should include the following (from the interview responses):

Component	Objective	Uses textbook's chapter objectives in sequence of the text
	Materials	Heatherton math textbook
	Assessment	End-of-chapter test and district mastery test
	Next Steps	When the class masters the objective, moves to next Chapter and its objective

All three teachers have articulated the same four components, thus their cells should filled in similarly.

6. Ask the group, "What is the New Math Program?" The three quite different descriptions given to Teachers A, B, and C will lead participants to realize that there can be very different perspectives about what represents the new program—given the three descriptions by the teachers, who are next-door neighbors.
7. Ask the group, "What is needed to ascertain what the new program is?" The response should be a specific articulation of the new program. Suggest an Innovation Configuration Map that will describe and inform us of the new program or practice, and guide our implementation of new practices, programs, processes, and so on. Conduct a brief introduction of an Innovation Configuration Map.

Session 4

Considering the Compelling Case for Concerns

Outcome:

Learners will explain the concept of Stages of Concern and use individuals' comments to identify their concerns.

Assumption:

While an accurate map (IC Map) is essential when traversing new territory, there are other factors to be considered when guiding and supporting individuals through the process of Stages of Concern.

Suggested Time:

120 minutes

Materials:

1 copy for each participant

Handout 4.1.a, Novice and Experienced Teachers

Handout 4.1.b, Typical Expressions of Concerns

Handout 4.1.c, Practice Scoring Stages of Concern

Engaging in Learning:

1. Distribute copies of Handout 4.1.a, Novice and Experienced Teachers, and tell learners that we will hear a report of an early study of teachers' reactions or attitudes. Direct their attention to the handout and the two groups of respondents in a small research study: experienced teachers and novice teachers, noted on the horizontal axis. Direct their attention to the vertical axis on which two questions appear. Ask learners to take notes in the appropriate boxes about the study's findings that they will learn about in the short report.
2. Share the report:
Quite a number of years ago, an educational researcher conducted a study of two sets of teachers: one set was novice, or new, teachers, just hired for their first year of teaching; the other set was experienced teachers who had been in the classroom for 5 years or more. The two sets of teachers were asked two questions—What about teaching are you most concerned with? And What about teaching are you most satisfied with? Lead a discussion about potential answers to these questions from the perspective of both sets of teachers.

Ask the group: What do we do about planning professional development for teachers who have widely divergent reactions to the questions? Lead a discussion with a conclusion that is suggestive of differentiated professional learning for teachers because they have differing concerns about teaching.

3. Distribute Handout 4.1.b, Typical Expressions of Concerns and lead a discussion about Frances Fuller's (1969) three-stage articulation of teachers' concerns (i.e., self, task, impact) and Hall, Wallace, and Dossett's (1973) seven stages (i.e., awareness, informational, personal, management, consequence, collaboration, and refocusing).
4. Invite participants to practice identifying the Stage of Concern by coding their comments. Distribute Handout 4.1.c ask participants to practice scoring stages of concern. Read each statement, underline any words or phrases that appear to give you clues or hints about the stage of concern being expressed. Above each word or phrase underlined, write the number of the stage of concern being expressed. Then, in the right column adjacent to the statement, place the numeral and name of the concern you have identified. Do number one with the group and then ask them to work with a partner to respond to the next statement. After a short discussion, ask participants to finish the statements with their partners. When everyone has finished, review responses as a group.
5. Administer the Stages of Concern questionnaire, post-test.

Appendix F: Agreement for Permission to Republish – Print & Electronic Stages of Concern Questionnaire (SoCQ)



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Title and Credit Line: George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Measuring implementation in schools: The Stages of Concern Questionnaire*, Appendices A–C, pages 77–91. Austin, TX: SEDL. Retrieved from http://www.sedl.org/cbam/socq_manual_201410.pdf. Reprinted with permission from SEDL.

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Date: February 23, 2020

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Permission on the foregoing terms
American Institutes for Research

Date: February 24, 2020

By: Helen Sacco

SoCQ 910
Stages of Concern Questionnaire

Name (optional): _____

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the adoption process.

The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years' experience using them. Therefore, **many of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time.** For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 7
This statement is somewhat true of me now.	0 1 2 3 4 5 6 7
This statement is not at all true of me at this time.	0 1 2 3 4 5 6 7
This statement seems irrelevant to me.	0 1 2 3 4 5 6 7

Please respond to the items in terms of **your present concerns** or how you feel about your involvement with **this** innovation. We do not hold to any one definition of the innovation, so please think of it in terms of your own perception of what it involves. Phrases such as "this approach" and "the new system" all refer to the same innovation. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with the innovation.

Thank you for taking the time to complete this task.

0	1	2	3	4	5	6	7
Irrelevant	Not true of me now		Somewhat true of me now			Very true of me now	

Circle one number for each item.

1. I am concerned about teachers' attitudes toward using the CBAM to address their emotional reactions to change.	0	1	2	3	4	5	6	7
2. I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3. I am more concerned about another way to address teachers' emotional reactions to change.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5. I would like to help other administrators in their use of the CBAM.	0	1	2	3	4	5	6	7
6. I have very limited knowledge of the CBAM.	0	1	2	3	4	5	6	7
7. I would like to know the effect of the CBAM on my professional status.	0	1	2	3	4	5	6	7
8. I am concerned about the conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9. I am concerned about revising my use of the CBAM.	0	1	2	3	4	5	6	7
10. I would like to develop working relationships with both my administrative team and outside administrators using the CBAM.	0	1	2	3	4	5	6	7
11. I am concerned about how the CBAM affects teachers.	0	1	2	3	4	5	6	7
12. I am not concerned about using the CBAM to address teachers' emotional reactions to change.	0	1	2	3	4	5	6	7
13. I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
14. I would like to discuss the possibility of using the CBAM to address teachers' emotional reactions to change.	0	1	2	3	4	5	6	7
15. I would like to know what resources are available if we decide to adopt the CBAM.	0	1	2	3	4	5	6	7
16. I am concerned about my inability to manage all that the CBAM requires.	0	1	2	3	4	5	6	7
17. I would like to know how my teachers and administrators are supposed to change.	0	1	2	3	4	5	6	7
18. I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7

0 Irrelevant	1 Not true of me now	2	3	4	5 Somewhat true of me now	6	7 Very true of me now
------------------------	--------------------------------	----------	----------	----------	-------------------------------------	----------	---------------------------------

Circle one number for each item.

19. I am concerned about evaluating my impact on teachers.	0	1	2	3	4	5	6	7
20. I would like to revise my approach to change.	0	1	2	3	4	5	6	7
21. I am preoccupied with things other than teachers' emotional reactions to change.	0	1	2	3	4	5	6	7
22. I would like to modify our approach to change based on the experiences of our teachers.	0	1	2	3	4	5	6	7
23. I spend little time thinking about change.	0	1	2	3	4	5	6	7
24. I would like to excite my teachers about their part in this approach.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to the CBAM.	0	1	2	3	4	5	6	7
26. I would like to know what the use of the CBAM will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize the CBAM's effects.	0	1	2	3	4	5	6	7
28. I would like to have more information on the time and energy commitments required by the CBAM.	0	1	2	3	4	5	6	7
29. I would like to know what other administrators are doing to address teachers' emotional reactions to change.	0	1	2	3	4	5	6	7
30. Currently, other priorities prevent me from focusing my attention on using the CBAM to address teachers' emotional reactions to change.	0	1	2	3	4	5	6	7
31. I would like to determine how to enhance the use of CBAM.	0	1	2	3	4	5	6	7
32. I would like to use feedback from teachers to implement change in my school.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am using the CBAM.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how the CBAM is better than what we are currently doing to address teachers' emotional reactions to change.	0	1	2	3	4	5	6	7

Please complete the following:

1. How long have you been a school administrator, not counting this year?
1 year ____ **2 years** ____ **3 years** ____ **4 years** ____ **5 years or more** ____
2. In your experience with change initiatives do you consider yourself to be a:
Novice ____ **Intermediate** ____ **Expert** ____
3. Have you received formal training regarding teachers' responsiveness to change (workshops, courses)?
Yes ____ **No** ____

Thank you for your help!

Stages of Concern Questionnaire (SoCQ 075) is available in the following AIR publications:

George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Measuring implementation in schools: The stages of concern questionnaire* (Rev. ed.) (Appendix A, pp.79-82 and as a PDF document on an accompanying CD-ROM.) Austin, TX: Southwest Educational Development Laboratory.

George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Stages of Concern Questionnaire* (SoCQ) *online*. Available from <http://www.sedl.org/pubs/catalog/items/cbam21.html>

Hord, S. M., Rutherford, W. L., Huling, L., & Hall, G. E. (2006). *Taking charge of change* (Rev. ed.) (pp. 48-49). Austin, TX: Southwest Educational Development Laboratory.

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Appendix G: Methods Summary Matrix Table

Research Question	Measure or Instrument	Construct	Data Collection	Data Analysis
What concerns do school administrators have about using the CBAM to address teachers' emotional reactions to change?	Stages of Concern Questionnaire (George et al., 2006)	School administrators' concerns	Peak Stage Interpretation	Descriptive Statistics
To what extent do school administrators' concerns about using the CBAM to address teachers' emotional reactions to change differ after participating in the CBAM professional development?	Stages of Concern Questionnaire (George et al., 2006)	School Administrators' concerns, opinions, and perceptions	Peak Stage Interpretation	Descriptive Analysis
What are school administrators' perceptions about instilling moral imperatives into organizational practices to support educational change?	Focus Group (Krueger & Casey, 2015; Vaughn et al., 1996)	School administrators' concerns, opinions, and perceptions	Interview	Thematic Coding
What are school administrators' perceptions about how to build capacity for change in teachers?	Focus Group (Krueger & Casey, 2015; Vaughn et al., 1996)	School administrators' concerns, opinions, and perceptions	Interview	Thematic Coding

Appendix H: Focus Group and Individual Interview Transcripts

Interview Transcript
Participant #42936.43055
Participant #4303943060

1

00:00:03.419 --> 00:00:18.150

Gail Powers: Alright, so, good afternoon. Thank you for Joining this focus group interview for leveraging change through purpose and power want us to begin this study, just by, you know, honestly. Let's just relax a little

2

00:00:18.150 --> 00:00:18.810.

Bit.

3

00:00:20.250 --> 00:00:27.630

Gail Powers: I want to talk to a little bit about how this focus group is going to be conducted. So I'm Gail Powers. I am the student

4

00:00:27.630 --> 00:00:41.910

Gail Powers: Researcher at Johns Hopkins University, we're going to be doing this focus group interview as the exploratory phase or phase two of this mixed methods explanatory

5

00:00:42.360 --> 00:00:53.160

Gail Powers: Sequential design and basically what that means is in the first phase of this study we did a pre assessment that would be the Stages of Concern questionnaire.

6

00:00:53.910 --> 00:01:02.910

Gail Powers: That's the quantitative piece of the study. And then we had a series of professional development where we studied leading

7

00:01:03.630 --> 00:01:13.050

Gail Powers: teachers while managing change simultaneously. And then of course you took the post assessment, which was actually the same assessment that you took

8

00:01:13.530 --> 00:01:23.730

Gail Powers: at the beginning, and the idea is to learn how you've changed since you went through the professional development series. And now we want to talk about

9

00:01:25.050 --> 00:01:34.470

Gail Powers: the session and what you learned from it, just the general experience if you will. So let's begin by, first of all,

10

00:01:35.610 --> 00:01:48.960

Gail Powers: talking a little bit about some introductory questions that I have. So what I'd like for each of you to do is just to tell me your name and tell us your name and the school that you are assigned to and how long you've been a school administrator

11

00:01:51.960 --> 00:01:53.130

Participant# 4293643055: Okay, I'll go first.

12

00:01:54.900 --> 00:02:07.680

Participant# 4293643055: My name is xxx xxx. I am assigned to xxx elementary school. This is my second year at xxx. I was a AP xxx elementary

13

00:02:09.030 --> 00:02:25.470

Participant# 4293643055: for a year and then before then. I was an intern at xxx Elementary. So I think this is my third full year. But I did have one year internship there. And then my first year internship I did at xxx while I was still teaching

14

00:02:27.750 --> 00:02:39.480

Participant #4303943060: Good afternoon. My name is xxx xxx and I am an intern assistant principal at xxx elementary school as well as xxx elementary school.

15

00:02:40.680 --> 00:02:54.030

Gail Powers: Thank you both for joining me. Alright so next question I want you to identify in one word, the first thing that comes to mind when you think about how teachers respond to change.

16

00:02:58.740 --> 00:03:02.280

Participant #4303943060: The first word that comes to mind for me would be confusion.

17

00:03:06.660 --> 00:03:07.860

Participant# 4293643055: My word would be

18

00:03:09.630 --> 00:03:10.590

Participant# 4293643055: Complaints

19

00:03:11.460 --> 00:03:16.980

Gail Powers: Okay, that's interesting because you certainly sound like administrators

20

00:03:17.520 --> 00:03:25.200

Gail Powers: And you sound like administrators who had some experience in this, I want you guys to think back to the first time that you

21

00:03:25.470 --> 00:03:48.090

Gail Powers: were involved in an educational initiative requiring change. I want you to tell me about that innovation and I want you to address your first impression about the innovation. So in other words, what was the change or initiative and how did you feel about it as a teacher.

22

00:03:50.580 --> 00:03:52.680

Participant# 4293643055: As an administrator. The first thing that

23

00:03:53.730 --> 00:04:12.840

Participant# 4293643055: we had to change was the remote learning and then how am I going to observe teachers through remote remotely or through virtual learning. So that was a that was changed it. I'm finding this year is a little challenging. I had to learn myself have to

24

00:04:14.940 --> 00:04:22.260

Participant# 4293643055: The Google Classroom. I had to learn how to do that. So instead of actually walking into a classroom and seeing

25

00:04:22.830 --> 00:04:25.170

Participant# 4293643055: a teacher and seeing students

26

00:04:25.290 --> 00:04:34.890

Participant# 4293643055: I'm looking at it on the computer. So that, that's a big change. It was . . . I got to learn first learn how to do it. Then I got to learn how to apply

27

00:04:35.430 --> 00:04:40.830

Participant# 4293643055: what I know and what I'm what I should be looking for because when you're in the classroom. You see so much more

28

00:04:41.220 --> 00:04:51.300

Regina Miles: You see so much more. The teacher can move around and she can pull out so many things that went. Now that is virtually, you don't get to see

29

Participant# 429364305529

00:04:51.900 --> 00:05:02.550

Participant# 4293643055: The teacher and have full potential. I guess that's what I guess that's a word. You don't really get to see it all. And so you have to do an observation based on

30

00:05:02.940 --> 00:05:13.440

Participant# 4293643055: A few minutes of what you seen on a computer. So that's a change. I don't like it because I can't, I have to evaluate someone on something that

31

00:05:14.250 --> 00:05:23.460

Participant# 4293643055: You know, sometimes the children are involved. Sometimes they are not in a classroom you you have their attention, but to do it and watching on a computer is totally different.

32

00:05:26.490 --> 00:05:27.750

Participant #4303943060: Will you repeat the question.

33

00:05:28.410 --> 00:05:31.650

Gail Powers: Yes, ma'am. So I want you to think back to the

34

00:05:31.650 --> 00:05:32.130

Participant #4303943060: first

35

00:05:32.190 --> 00:05:48.030

Gail Powers: time that you were involved in an educational initiative requiring change. And then I want you to tell us about the innovation and then address your first impression about the change. So in other words, how did it make you feel

36

00:05:49.590 --> 00:05:57.270

Participant #4303943060: Oh, the first on the initiative that I was involved in was the closing of schools and the consolidation of the high schools.

37

00:05:58.560 --> 00:06:11.790

Participant #4303943060: My first impression was that our district did a great job of laying out what the change would look like. And then as school leaders, the administration. They did a really good job

38

00:06:12.390 --> 00:06:24.330

Participant #4303943060: preparing the staff for what was to come, making sure that the staff understood what the challenges were and that they were comfortable and ready to make the adjustments that were necessary.

39

00:06:24.840 --> 00:06:33.630

Participant #4303943060: For staff from two different buildings to come together, my initial impression after the change and and during that process

40

00:06:34.140 --> 00:06:52.470

Participant #4303943060: was that I wish there were additional questions that had been answered or place where when you did not have questions from a generic perspective or a holistic perspective. I wish there was more opportunity for individual questions to be answered.

41

00:06:54.570 --> 00:07:01.500

Gail Powers: So, and it's interesting that you guys are saying, you've given you know two different initiatives that you were involved in

42

00:07:03.270 --> 00:07:13.290

Gail Powers: Miss xxx you've indicated that you just, it kind of gave you some heartburn. It sounds like. In the change Ms. Xxx that you mentioned.

43

00:07:13.710 --> 00:07:23.490

Gail Powers: You said that, basically, you know, the leaders, the change facilitators, if you will. They did a great job, but she still had some unanswered questions.

44

00:07:23.970 --> 00:07:38.700

Gail Powers: And so I asked this question or pose this question to you all, because I want you to begin to see just how personal change is, so we started out by talking about, you know, the first word that you

45

00:07:39.300 --> 00:07:52.740

Gail Powers: think of with your teachers and and how they view change. And then we went directly to you so you can understand how it makes you feel if you will. That's one of the things we talked about in our last PO session if we don't

46

00:07:53.190 --> 00:08:11.370

Gail Powers: actually listen to teachers when they say I'm not feeling good about this, then we're missing something, because we are emotional beings. So I want to ask you, Were you guys involved in the decision making. When you adopted the initiatives that you were referred to

47

00:08:13.710 --> 00:08:25.650

Participant# 4293643055: As an administrator. Yeah, we, we weren't, we were told how and it was all laid out by the district.

48

00:08:26.160 --> 00:08:37.140

Participant# 4293643055: And I mean, it's a good. It's a good plan. It was. But when you first hear, hear it, my first thing... I complain. You know, like how's this going to happen. How we going to get it done.

49

00:08:37.680 --> 00:08:49.830

Participant# 4293643055: You know, I had some issues with it, but it was pretty much laid out, it was well planned and you can have all that in place yet still there are questions that's going to come

50

00:08:50.490 --> 00:09:01.470

Gail Powers: Absolutely. And of course, and I think I know the answer Ms. Xxx that for you, with the consolidation of schools you, you definitely were not involved in the decision to do that, that

51

00:09:02.190 --> 00:09:16.230

Gail Powers: And one of the things that you'll notice, if you've read anything at all in terms of the research about change, you'll know is that top down change or mandated change if you will is change that teachers.

52

00:09:16.920 --> 00:09:26.220

Gail Powers: do typically resist the most because they. are not engaged in the initial phases of the change. And so it's given to them.

53

00:09:26.490 --> 00:09:38.910

Gail Powers: So Ms. Xxx, you saying there were still some questions. You know, wish that we had answered some more questions that actually speaks directly to the research out there about change and what it means

54

00:09:39.420 --> 00:09:50.910

Gail Powers: to teachers. So in what ways did your involvement or lack of in the decision to adopt the initiatives that you mentioned what ways

55

00:09:52.110 --> 00:10:00.150

Gail Powers: Did joined Bob in a lack thereof impact your efforts to support or in some cases maybe resist the innovation.

56

00:10:02.400 --> 00:10:15.540

Participant# 4293643055: I've didn't resist, you know, you know, you know, these are things that are going to come about, change is going to happen. And so instead of resisting, I embraced it. So embracing it. I knew I had to

57

00:10:15.540 --> 00:10:17.850

Participant# 4293643055: Learn My fear is with

58

00:10:18.420 --> 00:10:20.730

Participant# 4293643055: the technology piece I'm not

59

00:10:21.750 --> 00:10:28.230

Participant# 4293643055: I'm not that good with technology. I'd rather have pencil and paper and write it in a book and read in a book.

60

00:10:28.230 --> 00:10:29.760

Participant #4303943060: But the technology piece.

61

00:10:30.000 --> 00:10:31.590

Participant# 4293643055: I think this what scared me.

62

00:10:31.890 --> 00:10:34.770

Participant# 4293643055: But Now that I embraced it. I've embrace

63

00:10:35.070 --> 00:10:36.690

Participant# 4293643055: that piece of it [technology]. So I didn't

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00:10:36.690 --> 00:10:37.410

Participant #4303943060: resist it.

65

00:10:37.440 --> 00:10:37.980

Participant #4303943060: I know

66

00:10:38.220 --> 00:10:42.300

Participant# 4293643055: change is gonna happen. Change is gonna come about, and so

67

00:10:43.440 --> 00:10:44.460

Participant# 4293643055: Now, look at that.

68

00:10:44.520 --> 00:10:45.630

Participant# 4293643055: That way. And so I just

69

00:10:45.630 --> 00:10:47.970

Participant# 4293643055: Embrace the change instead of resisting

70

00:10:48.810 --> 00:10:49.680

Gail Powers: Good to deal

71

00:10:52.110 --> 00:11:01.020

Participant #4303943060: And for me I was excited about change. I actually liked change. So I was really excited about it. One of the things that I thought

72

00:11:02.130 --> 00:11:14.670

Participant #4303943060: That that I loved was when we did district PD. So when we brought all of the teachers together from different places. And I was really excited. So for me, I was unaffected by it.

73

00:11:16.200 --> 00:11:17.280

Gail Powers: Good deal.

74

00:11:18.450 --> 00:11:29.700

Gail Powers: Alright, so those questions that I just asked for really transition questions just to get us a little warmed up and move into the interview. So what I want to do. Now I'm going to return.

75

00:11:29.730 --> 00:11:30.450

Participant #4303943060: Your

76

00:11:31.320 --> 00:11:38.250

Gail Powers: Your profiles to you. Now I will tell you miscues that did you, did you have a chance to do the post assessment.

77

00:11:39.960 --> 00:11:40.500

No.

78

00:11:41.670 --> 00:11:44.100

Participant #4303943060 Be done like three minutes, though.

79

00:11:45.510 --> 00:11:56.460

Gail Powers: Okay, so what I'm going to do is I am going to go ahead. I've got your, your pre assessment profile loaded and

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00:11:57.540 --> 00:12:01.830

Gail Powers: I'm going to send the pre assessment profile to you.

81

00:12:03.150 --> 00:12:05.370

Gail Powers: Miss xxx. I have both.

82

00:12:11.010 --> 00:12:11.700

Participant #4303943060: She free

83

00:12:12.090 --> 00:12:12.780

Participant #4303943060: Yeah, she's

84

00:12:13.260 --> 00:12:15.210

Participant #4303943060: She's frozen. Okay.

85

00:12:21.240 --> 00:12:22.380

She's frozen.

86

00:12:54.510 --> 00:12:56.130

Participant #4293643055: She, she probably had to go out

Participant# 4293643055

87

00:12:59.280 --> 00:13:04.290

Participant #4303943060: Okay, I guess you dial back in and then I'll just give her the whole

88

00:13:07.710 --> 00:13:08.400

Participant #4303943060: Recording

89

00:13:11.370 --> 00:13:18.420

Gail Powers: Thank you so much Ms. Xxx and guys, thank you for waiting patiently while we went on that station break

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00:13:18.900 --> 00:13:33.390

Gail Powers: We're going to resume with this focus interview for leveraging change through purpose and power. I believe the last question that I asked you guys about was actually actually we were making some transitions, because we talked about

91

00:13:34.800 --> 00:13:53.340

Gail Powers: In what ways your involvement or lack thereof to adopt a change impacted your efforts to support or resist that the innovation and you answered those questions. And those were just some transition questions. So what I want to do now is to talk to you just a few minutes about some

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00:13:54.900 --> 00:14:05.460

Gail Powers: Some vocabulary, if you will. So when we talk about capacity in this focus group. And in this research. What we're talking about is the restructuring of meaning

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00:14:05.850 --> 00:14:18.960

Gail Powers: through fundamental shifts in mindsets. That's what we mean by capacity. When we talk about change. We're talking about the power or the will to do or think differently.

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00:14:20.070 --> 00:14:27.810

Gail Powers: When we talk about concern we mean the express- to expressly worry about a change

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00:14:28.710 --> 00:14:40.260

Gail Powers: When we speak of innovation, we're simply talking' about any initiative or a change. And if you recall in our last session. I also said, we can also refer to this as a best practice.

96

00:14:40.680 --> 00:15:00.000

Gail Powers: And then lastly, the term or phrase moral imperative. I want us to think about a moral imperative, as an obligatory force that compels us or individuals to commit to educational change but not only to commit to that change, but to do it with a sense of urgency.

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00:15:01.020 --> 00:15:11.040

Gail Powers: Alright so that said, we're going to move into your profiles and Miss xxx that you should hopefully- you've got your

98

00:15:11.640 --> 00:15:12.600

Profile.

99

00:15:14.850 --> 00:15:20.280

Gail Powers: And trying to send it on my computer. My computer's still acting up Miss Xxxx. Did you get yours Ms. xxx.

100

00:15:21.630 --> 00:15:25.260

Participant #4303943060: I'm double checking now okay and miss.

101

00:15:27.270 --> 00:15:30.810

Gail Powers: Miss xxx, you're still sitting

102

00:15:31.170 --> 00:15:32.490

Participant# 4293643055: Yeah, I didn't get anything

103

00:15:32.970 --> 00:15:40.920

Gail Powers: Okay, alright, so I will maybe by the time we get through this. My computer will begin acting

104

00:15:42.150 --> 00:15:45.570

Gail Powers: A little better. And I can send it to you.

105

00:15:47.070 --> 00:15:54.900

Gail Powers: But what I want to do at this point is to just talk to you a little bit about the stages of concern a little bit, and we have

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00:15:54.960 --> 00:15:56.820

Gail Powers: You know, we talked about those three

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00:15:57.120 --> 00:15:58.200

Gail Powers: Phases or three

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00:15:58.200 --> 00:16:00.120

Participant #4303943060: Dimensions of

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00:16:00.180 --> 00:16:11.520

Gail Powers: The Stages of Concern. We talked about self concerns and we said that that's, you know, awareness. Now, what you'll see on your profile is you may see you'll see unrelated.

110

00:16:11.970 --> 00:16:19.740

Gail Powers: That's the same thing as awareness informational concerns and personal concerns all of those make up

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00:16:20.400 --> 00:16:35.040

Gail Powers: concerns about the sale for the individual. In this case, we're talking about teachers and then the next dimension is the task dimension of the stages of concern and there's only one level, and that and that's management.

112

00:16:35.910 --> 00:16:37.470

Gail Powers: Now if you got Ms. Xxx like if

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00:16:37.470 --> 00:16:38.400

Gail Powers: You've got your

114

00:16:40.050 --> 00:16:41.700

Gail Powers: Your profile. Did you get it.

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00:16:43.740 --> 00:16:44.430

Participant #4303943060: You did not

116

00:16:44.490 --> 00:16:55.830

Gail Powers: Okay. All right. The task concern or dimension is about management. That's where it really gets down to the processes and the actual

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00:16:56.19 --> 00:17:11.490

Gail Powers: action of implementing the change. And then the third and final dimension of the Stages of Concern is impact and we talked about consequence and collaboration. We also talked about refocusing and said that it's rare that teachers get there.

118

00:17:13.440 --> 00:17:18.630

Gail Powers: And unfortunately, since we've had the technology glitches. I won't make you sit through

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00:17:19.320 --> 00:17:29.100

Gail Powers: hearing about that. What we can do is once I get done, I'll send this to you tonight. Hopefully my computer will be feeling better, and I'll send it to you tonight.

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Gail Powers: And then if you would like to meet with me individually. I'll be glad to go over the the data in these forms and just share with you, your changes when I saw them.

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00:17:41.250 --> 00:17:55.860

Gail Powers: Some of the, the, the participants and how much they changed from the time they started and did the pre assessment to going through the PD. I was really surprised. I was really surprised.

122

00:17:56.730 --> 00:18:06.990

Gail Powers: But what it says to me is that the research is right. You know, it's like we tested the research. And so I think I would just suffice it to say that that's the beauty of science. So

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00:18:07.980 --> 00:18:14.490

Gail Powers: I want you to talk to me. Now I'm going to go ahead and ask this question, had we been able to get you your profiles.

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00:18:15.090 --> 00:18:25.350

Gail Powers: My next question, and these are key questions because even though you don't have the quantitative data in front of you. Remember we said we are feeling people

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00:18:25.650 --> 00:18:33.840

Gail Powers: You know what you felt when you started this PD. You know what you felt like when you are answering those questions on that pre assessment.

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Gail Powers: I want you to think back to when you took that and one of the questions had to do with, you know, we want to think about

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00:18:46.350 --> 00:18:47.370

Gail Powers: How shall I put this

128

00:18:48.810 --> 00:19:03.660

Gail Powers: How we feel as administrators about using a model such as the concerns based adoption model. More specifically, the stages of concern to address teachers reactions to change.

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00:19:04.170 --> 00:19:16.500

Gail Powers: So think about where you were when you started this professional development and talk to me about where you are now and why you feel like you are there. Wherever-

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00:19:16.650 --> 00:19:18.150

Participant #4303943060: there is-

131

00:19:18.240 --> 00:19:18.840

Participant #4303943060: for you.

132

00:19:22.260 --> 00:19:25.080

Participant #4303943060: So I'll share that when I first started

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00:19:26.100 --> 00:19:38.340

Participant #4303943060: I was really perplexed. I really did not understand what the band was I didn't really understand it, it kind of walks you through what change looks like and how it should

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00:19:39.240 --> 00:19:44.130

Participant #4303943060: how it should happen. And so in the very beginning, I felt very

135

00:19:45.120 --> 00:20:03.990

Participant #4303943060: limited, in the knowledge that I had about it. And now I feel more confident. I feel that I have a better grasp and understanding. I was able to start seeing things that were happening real time in the professional development that we were going through each week

136

00:20:06.780 --> 00:20:08.130

Participant# 4293643055: Same thing with me.

137

00:20:09.480 --> 00:20:13.950

Participant# 4293643055: When we first when we first started I was

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00:20:15.090 --> 00:20:15.810

Participant# 4293643055: a little bit

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00:20:18.270 --> 00:20:35.040

Participant# 4293643055: doubtful, like, here's something else, you know, here's something else added in. I didn't know about it. I didn't -we when we, when we took the pre assessment. I was like, I even Googled CBAM to see what, what am I answering, had no clue.

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00:20:36.180 --> 00:20:44.520

Participant# 4293643055: So you I think probably first the pre assessment. I was like, Nope, not Nope, not gonna do it don't want to use it.

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00:20:44.910 --> 00:20:49.050

Participant# 4293643055: So, but then as we went on and I saw

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00:20:49.350 --> 00:20:53.250

Participant# 4293643055: the different approaches to how to help as a leader.

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00:20:54.570 --> 00:21:05.220

Participant# 4293643055: I'm sure minds changed my mind. I had to change my mindset and even I applied it personally because I'm one every year

144

00:21:05.610 --> 00:21:12.690

Participant# 4293643055: when the time changes. I can't, I don't like I don't like getting it gets dark at five. I don't like that. I don't like

145

00:21:13.080 --> 00:21:24.090

Participant# 4293643055: going, you know, go to bed early cuz it's dark. I don't like the time change. I don't like cold weather. So I had really took those things that I've learned and applied it personally.

146

00:21:24.420 --> 00:21:33.570

Participant# 4293643055: Now I'm embracing it. You know, I'm like, Okay, you know, it's okay changes. Okay. And it's only for a season is all about how you approach it.

147

00:21:33.870 --> 00:21:47.130

Participant# 4293643055: You know, we'd like you said, we'll fill in people, you know, you feel a certain way, when someone gives you a method, say, hey, try this. And I'm like, we try something all the time, and it doesn't work, but

148

00:21:47.310 --> 00:21:48.960

Participant #4303943060: it's all about how you approach it.

149

00:21:49.320 --> 00:21:51.990

Participant# 4293643055: And when you show that eagle. I had to really change my

150

00:21:51.990 --> 00:21:52.830

Participant #4303943060: Mindset.

151

00:21:53.070 --> 00:21:55.440

Participant# 4293643055: I think it was the eagle videos they helped

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00:21:55.440 --> 00:22:10.380

Participant# 4293643055: Me see myself not as the chicken, you know, because I was packing first with the chickens. You know, I won't do this. But you know, I saw myself at the beginning in it, you know, toward the end hey I my eagle. I look at stuff a little bit different.

153

00:22:11.520 --> 00:22:19.590

Gail Powers: Awesome, that's great. I'm glad to hear that you're applying it personally as well. Yeah, you know, so. So now that you've completed.

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00:22:20.160 --> 00:22:25.620

Gail Powers: The CBAM professional development. Talk to me about what you've done this a little bit already

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00:22:26.040 --> 00:22:42.330

Gail Powers: But remember, one of the things that we talked about was moral imperatives. And we certainly talked about organizational practices because we obviously we talked about change. So I want you to think about now that you have completed the CBAM professional development.

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00:22:43.530 --> 00:22:59.580

Gail Powers: What are your perceptions about instilling moral imperatives into your organizational practices to support teachers in organization in educational change. Now I'm going to go back to the vocabulary word,

157

00:23:00.210 --> 00:23:16.350

Gail Powers: moral imperative and we said that that is an obligatory force compelling individuals to commit to educational change but not only commit. But to do that with a sense of urgency.

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00:23:17.160 --> 00:23:38.700

Gail Powers: So think back to that question just now that I asked, and that is now that you've completed the see BAM professional development. What are your perceptions about instilling moral imperatives into organizational practices to support teachers through change.

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00:23:43.260 --> 00:23:55.530

Gail Powers: How can you use this obligatory force the moral imperative that we have as educators to help teachers.

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00:23:56.730 --> 00:23:58.680

Gail Powers: Through change.

161

00:24:02.010 --> 00:24:03.480

Participant #4303943060: That was a loaded question.

162

00:24:05.340 --> 00:24:18.240

Participant #4303943060: So one of the things that I think about is now that we understand the stages of change. We now have a responsibility to really ensure that teachers

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00:24:18.810 --> 00:24:29.610

Participant #4303943060: understand every single stage of that change and even why they are feeling some of the feelings that they are as they're going through those changes.

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00:24:30.090 --> 00:24:43.650

Participant #4303943060: It's now our responsibility and I love to say once you have the, the knowledge. Now you have the power. And so now that we have the knowledge of what this change process looks like we have a responsibility.

165

00:24:44.040 --> 00:24:52.470

Participant #4303943060: And a sense of urgency, especially in the midst of a global pandemic, to ensure that our teachers know understand, and they are ready

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00:24:53.550 --> 00:25:02.340

Participant #4303943060: to Institute change in a rapid manner because it's affecting teaching and learning. And at the end of the day, the bottom Bob will always be our students.

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00:25:02.820 --> 00:25:19.770

Participant #4303943060: And the growth that they continue to make on a educational level and a personal level. So not only is CBAM helping us to talk about the change within our institution, but how has this changed going to impact what we do in the community as well. Yes.

168

00:25:19.920 --> 00:25:22.590

Participant# 4293643055: You should pretty much sum up what do I wanted to say.

169

00:25:23.280 --> 00:25:42.300

Participant# 4293643055: The key thing to me was the urgency and what see BAM WILL HELP ME TO DO IS BETTER UNDERSTAND. Like, what the different stages of change how the teachers are feeling at each point and it was one I think is the last stage, you said we may not even get to, but we have to as administrators

170

00:25:44.370 --> 00:25:53.250

Participant# 4293643055: come up with a sense of urgency, there's an urgency because of we're in the middle of a pandemic, with the changes and how we going to reach our students.

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00:25:53.520 --> 00:26:01.110

Participant# 4293643055: There's a sense of urgency urgency, especially now, when I think about some of the teachers are doing, like it's a report card time now.

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00:26:02.040 --> 00:26:08.700

Participant# 4293643055: Students hadn't been, you know, we missed last night, we've missed now weeks from March to June.

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00:26:09.150 --> 00:26:16.170

Participant# 4293643055: And so now we tried this remote. I think we spent four or five weeks really just getting them acclimated with

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00:26:16.650 --> 00:26:22.710

Participant# 4293643055: learning how to maneuver through computers. And so we've lost so much time that now.

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00:26:23.010 --> 00:26:32.700

Participant# 4293643055: With grades going out, we see when we get iredy data. And when we get the ready when we get a istation data when we get data, we really see now.

176

00:26:33.000 --> 00:26:40.920

Participant# 4293643055: Just how much we lost. So I think we could use this model to show teachers. Okay. Is there was change.

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00:26:41.220 --> 00:26:52.860

Participant# 4293643055: Now, how can we move forward. What are the steps we going to use and we can take this model and use it in another professional development with our teachers, hey let you know, hey, I understand.

178

00:26:53.190 --> 00:27:06.330

Participant# 4293643055: I was there when you will complain I complain to I was dead when we start you know you got all these feelings and mixed emotion. But now there's a sense of ur9ency. We gotta get back to make a change.

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00:27:06.930 --> 00:27:10.470

Participant# 4293643055: And let's go forward, move forward with it. So I think I could use this model.

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00:27:11.040 --> 00:27:24.480

Participant# 4293643055: As a, you know, in a professional development with my teachers and let it show them, Hey, I'm with you. I know I realized there were some murmurs and complaining. But this is where you are. And this is where we need to be so.

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00:27:25.320 --> 00:27:43.110

Participant #4303943060: I hope that me now. And I want to add Ms. Xxx something shortly ago. It's about shifting mindset. So using this model to help educators shift their mindset is and we got to change. Absolutely.

182

00:27:43.410 --> 00:27:50.430

Gail Powers: You know, Miss xxx, you mentioned to you said it really makes you think about knowledge and power. It's interesting.

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00:27:50.430 --> 00:27:59.610

Gail Powers: Here, how our came after that word knowledge, but then you, you took it a step further and you may have seen my eyes go, wow.

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00:28:00.240 --> 00:28:08.190

Gail Powers: Because it's, it's something that you said about understand you said know and understand

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00:28:08.670 --> 00:28:23.340

Gail Powers: And so, and I think once you have knowledge, then yes, you do have the power to understand, but it's important that we don't stop just at the knowledge piece. So, good point, good point you make there.

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00:28:23.910 --> 00:28:30.870

Gail Powers: So what are your perceptions about how to build capacity for educational change in your teachers, how are you going to do that.

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Gail Powers: What's your methodology for it?

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00:28:34.740 --> 00:28:40.230

Gail Powers: Ms xxx. You mentioned you said, I think I can use this model. So what are you, what are your next steps.

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00:28:41.580 --> 00:28:51.270

Participant# 4293643055: I think I could use this model to . . . because we're now and we in and I, what I did was, what we did was got MCLs to

190

00:28:52.020 --> 00:29:01.950

Participant# 4293643055: kind of brace the teachers or present it first, hey, it's a sense of urgency now, so we kind of like, put them out first we put them out front.

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00:29:02.310 --> 00:29:14.820

Participant# 4293643055: And so they they came back and said, Oh, we're gonna get some pushback. So that was our first, you know, step, we got them to all right you all break it to them gently.

192

00:29:15.360 --> 00:29:26.910

Participant# 4293643055: But now as a reinforcement, we would go back in now and use. I will use to model. And, you know, take a day and use it professional development day and show them

193

00:29:27.300 --> 00:29:39.120

Participant# 4293643055: the steps because I want them to be able to get to, you know, you showed us the different ways, you know, where we were and how to get to another step. And so I think I would probably use it to

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00:29:39.720 --> 00:29:49.050

Participant# 4293643055: you know, show them how to get to where they are with it, where we need to be at this point and not wait till the end of the year, see that it's students have failed and

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00:29:49.350 --> 00:30:01.020

Participant# 4293643055: we failed as you know as leaders or well we failed them as, you know, me being them being my teachers, you know, I failed them somehow. But I gotta get them to change their minds and see

196

00:30:01.410 --> 00:30:09.120

Participant# 4293643055: it's not just something that I want them to do. But there's a method to it in any just like with you. You saw

197

00:30:09.660 --> 00:30:26.490

Participant# 4293643055: in the beginning, you probably like, oh, they don't want to do this. But now when you get out of the post assessment that you see it works. It does work. You know, there are some changes. Okay, you know, I'm embracing it. And somebody we gotta get our teachers to do the same thing.

198

00:30:26.970 --> 00:30:35.430

Gail Powers: Absolutely and that's exactly where you guys come in, you know you are, it's like the whole thing that we've had with the professional development.

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00:30:35.910 --> 00:30:46.620

Gail Powers: Leading teachers and managing change simultaneously. So that's the whole notion of the conceptual framework. If you go back to that slide.

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00:30:47.310 --> 00:30:53.670

Gail Powers: Let's gather our minds around that one slide when I introduced the the PO

201

00:30:54.030 --> 00:31:06.000

Gail Powers: And it had there was a slide that had lots of arrows on it. And I said, what we're trying to do is to decrease the self concerns those expressions of concern that are about

202

00:31:06.420 --> 00:31:13.680

Gail Powers: That are unrelated or about awareness, those that are information on those that are personal - we want to decrease those

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00:31:13.680 --> 00:31:22.860

Gail Powers: Results. Yes, we want to neutralize the management concerns because that that's about the task that's about things and stuff

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00:31:23.280 --> 00:31:31.170

Gail Powers: And then we want to increase the impact, you know, really, when you think about it, if you think about the self concerns.

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00:31:31.770 --> 00:31:47.790

Gail Powers: Honestly, the teacher is probably asking the question, as, as you may have about using this model. How is this going to help me. But when you get to the impact dimension that teacher begins to

206

00:31:47.790 --> 00:31:48.300 ask

207

00:31:49.320 --> 00:31:50.670

Gail Powers: How is this going to

208

00:31:50.700 --> 00:31:51.870

Participant #4303943060: Impact or

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00:31:52.080 --> 00:31:54.180

Gail Powers: Or affect my student

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00:31:54.270 --> 00:31:59.160

Gail Powers: Students for absolutely because that's who it's about and you have to take

211

00:31:59.160 --> 00:32:00.090

Participant #4303943060: Your teachers

212

00:32:00.300 --> 00:32:01.680

Gail Powers: from that place of

213

00:32:02.010 --> 00:32:14.430

Gail Powers: Oh, this is this is messing up my way of being my professional identity. That's what this is all about. And you're saying some very powerful, very powerful things. Ms. Xxx, did you have something

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00:32:15.420 --> 00:32:24.600

Participant #4303943060: Yeah, I do want to add to that, because as you were talking as we were going through the professional development. It really made me think about

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00:32:26.040 --> 00:32:26.580

Participant #4303943060: About

216

00:32:27.720 --> 00:32:36.300

Participant #4303943060: A book the speed of trust and it made me really think about, you know, you say, how will we go back. How are we going to implement this, how are we going to use it.

217

00:32:36.600 --> 00:32:44.070

Participant #4303943060: And the first thing we have to do is really develop the trust. I remember one of the professional development. And I don't remember. I think it was the second to the last

218

00:32:44.700 --> 00:32:52.080

Participant #4303943060: You mentioned something about collective efficacy, you know, and so a big part of collective efficacy is ensuring that we build those

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00:32:52.410 --> 00:33:00.630

Participant #4303943060: Relationships with our back so everyone understands the impact and the buy-in that they have in that change making process.

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00:33:01.050 --> 00:33:08.970

Participant #4303943060: And so as we get to the point where we need to implement this change, thinking about when this Ms. Xxx in how they put their MCLs out there.

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00:33:09.180 --> 00:33:14.310

Participant #4303943060: They got their MCLs to buy into the change process and the MCLs came back and say, look,

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00:33:14.610 --> 00:33:22.290

Participant #4303943060: We're going to have some pushback, but the only reason you're getting pushback is when collective efficacy is low and people don't see

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00:33:22.560 --> 00:33:38.820

Participant #4303943060: How they play a part in the change process is happening for students. So once everyone sees how the change not only impacts them or how they impact the change. And I think everyone can buy in to moving forward to greater things.

224

00:33:39.030 --> 00:33:40.290

Gail Powers: Wow.

I couldn't have said it any better.

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00:33:40.320 --> 00:33:40.920

Participant# 4293643055: It's true.

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00:33:41.520 --> 00:33:47.490

Gail Powers: That that's powerful could have said it any better. Thank you for that. So think about this.

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00:33:48.030 --> 00:34:01.500

Gail Powers: In what ways are these perceptions that you have. Now are these new are they new and or different than your beliefs prior to participating in the Steve and professional development.

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00:34:02.160 --> 00:34:16.560

Gail Powers: So, these, these perceptions that you just talked about in these questions. How are they new and or different than your beliefs before participating in the sea band professional development.

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00:34:18.900 --> 00:34:21.390

Participant #4303943060: I'll just share that for me, I'm

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00:34:22.560 --> 00:34:31.470

Participant #4303943060: I'm not gonna say they're new, but I'm going to say they've evolved so they've blown the perceptions that I've had for a while, are understood how important

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00:34:31.980 --> 00:34:44.610

Participant #4303943060: The change process work prior to going through and really because every time I speak. I think about the bridge and I think how we get from the initiation stage to implementation.

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00:34:44.970 --> 00:35:04.500

Participant #4303943060: And I think about how I knew that we needed to get to at least implementation, but I didn't really fully understand the why, or as you talked about, you know, the urgency and getting there. So for me it's evolved in my thought process.

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00:35:05.580 --> 00:35:09.840

Participant# 4293643055: There. Good, say, Yeah, that's good. I was gonna bring up about that bridge as well.

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00:35:10.050 --> 00:35:13.080

Participant# 4293643055: I think I always have that in my mind because

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00:35:14.640 --> 00:35:21.120

Participant# 4293643055: it terrifies me to see we get, we have two parts of it. And then we don't ever get to the implementation.

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00:35:21.120 --> 00:35:22.500

Participant# 4293643055: Part because that was like

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00:35:22.530 --> 00:35:37.890

Participant# 4293643055: It was like a gap there. And so another thing to that I've changed was my personal feelings, all those things had to decrease as you said, you know, the feelings and all that had to decrease so that I can get over into the other part.

238

00:35:39.090 --> 00:35:46.110

Participant# 4293643055: To test the management part that's, you know, I can do that, but then to get to where has going to impact.

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00:35:46.590 --> 00:35:55.140

Participant# 4293643055: You know the how's it going to impact teachers, how's it *going* to impact my students. That's the bottom line. So I think in the beginning, I tend to

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00:35:55.770 --> 00:36:06.390

Participant# 4293643055: You know, my personal feelings and all those things decrease first. And every time I look at, and I think about that bridge. I'm like, Okay, we gotta get to

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00:36:06.870 --> 00:36:15.720

Participant# 4293643055: That you know this is a sense of urgency, who will want to drive up to a bridge and get to a stopping point. You can't get over to the other side who want to do

242

00:36:16.890 --> 00:36:21.270

Gail Powers: That great analogy, you're exactly right. So,

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00:36:22.890 --> 00:36:41.310

Gail Powers: What will be your next steps. I really want you guys to think about some deliverables some action steps here. What will be your next steps when faced with implementing a change in your building. How are you going to attack it.

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00:36:46.320 --> 00:36:54.000

Participant #4303943060: I think for me it's going to be going back to the research, what does the research say, where do we start, what what is there

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00:36:54.750 --> 00:37:05.550

Participant #4303943060: that, what don't I know that I should know in preparation to begin to implement a change and making sure as a leader in a building

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00:37:06.030 --> 00:37:20.370

Participant #4303943060: that those who I'm following are also aware of this CBAM model. So taking the knowledge that I've received and also sharing it with those who have who are in different positions than I am, yeah.

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00:37:21.120 --> 00:37:31.950

Participant# 4293643055: That's pretty much what I was going to say, as well as all stakeholders, we have to all buy into it. In order for the work like when I said when we put the MCLs out front.

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00:37:32.370 --> 00:37:46.350

Participant# 4293643055: They had to buy into what we took the hardware on myself head and say we need to implement this, they had to buy into it first. And we had to, So I think my next my next step would be first to look at my

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00:37:46.920 --> 00:38:03.570

Participant# 4293643055: To see if I grew as far as that model, I would like to see where I grew what, where did I began to change my mind. And so, and then when you use data like that you can go into another training and say, hey,

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00:38:04.440 --> 00:38:13.170

Participant# 4293643055: It was done, I tried it when you start talking to and you do research based stuff and you talk about data and you have proof of it

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00:38:13.440 --> 00:38:27.000

Participant# 4293643055: then take people buy into. You have to look at all the stakeholders, I have to get Or. XXX to buy into it and I'll show him, hey, this is what happens when we say take out your personal feelings you get out of this embrace the change

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00:38:27.210 --> 00:38:28.500

Participant# 4293643055: Then we can get this done.

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00:38:28.560 --> 00:38:29.100

Participant #4303943060: So,

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00:38:29.610 --> 00:38:31.680

Participant# 4293643055: I think those, those will be managed still

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00:38:32.370 --> 00:38:37.890

Gail Powers: Good, very good. So what advice would you give and and Ms. Xxx I think you alluded

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00:38:38.460 --> 00:38:54.360

Gail Powers: To this when you mentioned your principal. So this question. It's a great your, your comments. It's a great segue to this question. What advice would you give to the leaders of this district regarding the adoption and implementation of new initiatives.

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00:38:57.300 --> 00:39:07.710

Participant# 4293643055: Same thing, I would probably do with the teachers, YOU KNOW, I HAVE TO GET HIM IN, BUT I HAVE TO GET HIM AND involved first, he may have the same feelings. I had, you know,

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00:39:08.430 --> 00:39:10.740

Participant# 4293643055: And I'm sure he's heard of it in

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00:39:11.520 --> 00:39:24.480

Participant# 4293643055: But to get him to buy into it first and then, like you said, with the with the proof with data show him that, you know, we tried it, it works. Now, let's go. We got you know we got to implement change.

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00:39:24.780 --> 00:39:30.450

Participant# 4293643055: And then there's a sense of urgency behind it and he has that he knows we have to

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00:39:30.840 --> 00:39:44.820

Participant# 4293643055: Push this urgency to get our students where they need to be. But how can we do it, how can we tie in all the stakeholders in before because it's going to take all of us to do this in order to see the impact that it makes on our students.

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00:39:47.670 --> 00:39:48.690

Gail Powers: Ok Ms. Xxx,

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00:39:48.690 --> 00:39:49.890

Participant #4303943060: And I would just add

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00:39:51.060 --> 00:40:02.640

Participant #4303943060: Just really, you know, looking at all of the initiatives that we're trying, you know, we're, we're doing a lot of great thing here in our county and so with this particular model.

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00:40:03.930 --> 00:40:12.690

Participant #4303943060: It allows us to measure how effective, we are in the different initiatives that we're, you know, we're putting out there and we're trying

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00:40:13.110 --> 00:40:26.070

Participant #4303943060: And we're moving forward with. So one of the things that I would say was, take a look at the model, you know, see how the model helps us to measure how effective, we are all of these different initiatives that we're trying

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00:40:26.520 --> 00:40:28.860

Gail Powers: You're right. And the beauty of

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00:40:28.920 --> 00:40:45.000

Gail Powers: The the the instrument, the Stages of Concern questionnaire is you can actually before you begin an initiative, you can literally just even enter the name of the initiative. So for example, if we were about to start

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00:40:45.990 --> 00:41:08.160

Gail Powers: using iready, then you would just enter I ready and all of your questions then become about I ready are creating exactly and so you give it to them. Initially, to find out what they are feeling. And then as you progress through it, give it to them again to see if it's changed

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00:41:09.300 --> 00:41:23.610

Gail Powers: as you're implementing it. When you get to the point of institutionalizing the change if you feel like you're there, you could actually offer it to them again to see how they're feeling about a particular change. So you can use this instrument

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00:41:25.110 --> 00:41:37.350

Gail Powers: several times throughout the initiation implementation and institutionalization of a change or an innovation or as we've said a best practice.

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00:41:37.590 --> 00:41:39.060

Participant# 4293643055: my daughters calling I'm gonna mute.

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00:41:40.620 --> 00:41:45.480

Gail Powers: Okay, so I I've heard several

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00:41:47.250 --> 00:41:56.280

Gail Powers: Key things I've heard the word feelings, emotions, I've heard collective efficacy. I've heard impact.

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00:41:57.810 --> 00:42:14.190

Gail Powers: I'm thinking of, you know, knowledge and power understanding and I want to ask you these words, these things that I've just named here. Does this some of the key points made in this focus interview.

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00:42:16.230 --> 00:42:17.010

Participant# 4293643055: I would say yes.

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00:42:17.370 --> 00:42:18.540

Participant# 4293643055: Yes, for me, yeah.

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00:42:19.200 --> 00:42:19.440

Gail Powers: Okay.

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00:42:19.470 --> 00:42:35.400

Gail Powers: Very good. So final questions, two final questions. What suggestions, can you offer to help improve the quality of my service delivery during this focus group or any that you know I may do in the future.

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00:42:37.980 --> 00:42:49.470

Participant #4303943060: The only thing that I would offer is maybe considering a different time during the day. It just was. It was just a little challenge because it was

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00:42:50.430 --> 00:42:59.760

Participant #4303943060: pretty much like right at the end of the day, but not right me. It was just so the time that was it but everything was great and I appreciate it. Yeah. Thank you.

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00:42:59.850 --> 00:43:01.680

Participant# 4293643055: I was gonna say to time to

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00:43:01.680 --> 00:43:10.230

Participant# 4293643055: Because thank you caught us at the end of the day, if you catch me at nine o'clock. The mind is bright, it's ready, it's ready

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00:43:10.230 --> 00:43:10.770

Participant# 4293643055: to go

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00:43:11.340 --> 00:43:15.030

Participant# 4293643055: Very good information very good information.

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00:43:15.450 --> 00:43:16.470

Participant #4303943060: It was just

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00:43:16.620 --> 00:43:18.510

Participant# 4293643055: I think the timing-the time

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00:43:18.630 --> 00:43:19.470

Gail Powers: Of day

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00:43:19.830 --> 00:43:30.750

Participant# 4293643055: That you had to do because i think i don't i don't know if anyone who would say it wasn't, it wasn't good information was very good. Very informative. You're very professional.

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00:43:31.200 --> 00:43:38.460

Participant# 4293643055: I've learned so much and I like a side even applied it to my personal life. I just think it was the timing of the

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00:43:38.460 --> 00:43:51.600

Gail Powers: I agree. I agree. So, and thank you for that. My last question for you guys is, is there anything that we should have talked about, but did not

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00:43:55.050 --> 00:43:55.680

Participant #4303943060: I think

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00:43:55.710 --> 00:44:08.970

Participant# 4293643055: if we could have went a little bit longer. I would have liked to have seen how how more about how closing that gap on that bridge that- that's a concern of mine right me, I guess.

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00:44:09.210 --> 00:44:17.910

Participant# 4293643055: I guess take with me, but I will love to have had more sessions about how the implementation part, I guess.

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00:44:18.060 --> 00:44:18.390

Gail Powers: Okay.

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00:44:18.420 --> 00:44:20.280

Participant# 4293643055: I think I would have wanted more there.

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00:44:20.670 --> 00:44:21.060

Okay.

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00:44:22.170 --> 00:44:33.570

Participant #4303943060: I think this Ms. Xxx took the words out of my mouth. That's what I like to go first. So my words. And that takes, but I really would have enjoyed more sessions more in depth.

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00:44:34.680 --> 00:44:45.390

Participant #4303943060: Professional Development regarding this model. It was great. And I have to agree with her. It was great. And I was really excited. I think I sent you an email.

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00:44:45.960 --> 00:45:00.210

Participant #4303943060: Hours after one of our physicians just saying, you know, everything that we were discussing in the professional development, I would seen it in other areas of life as well. And so I've really appreciated.

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00:45:00.210 --> 00:45:07.890

Gail Powers: WELL, GOOD, I'M GLAD and I honestly I wish we could have gotten more in depth to it's you know juggling, like you said, the time issue.

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00:45:09.180 --> 00:45:14.820

Gail Powers: And you know you work with what you have and do what you can. I have to because this is my personal

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00:45:15.990 --> 00:45:34.650

Gail Powers: work, my personal journey with my dissertation. I had to be respectful of the district and and just, you know, understanding the boundaries there. So, but I appreciate- I so appreciate you all hanging in there with me and I will

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00:45:36.000 --> 00:45:41.130

Gail Powers: I will get your- I'm still actually my computer

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00:45:42.990 --> 00:45:44.160

Gail Powers: is . . . okay

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00:45:45.210 --> 00:45:48.810

Gail Powers: it looks like Miss Xxx, yours just sent

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00:45:49.140 --> 00:45:53.850

Participant #4303943060: Sense. And so hopefully

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00:45:54.960 --> 00:45:57.300

Gail Powers: Ms. Xxx you will get yours

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00:45:57.330 --> 00:45:58.140

shortly

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00:46:01.590 --> 00:46:09.810

Gail Powers: So you guys can certainly, you know, send it is still yours is still in the dress. So I just sent yours miscue Zach as well.

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00:46:10.290 --> 00:46:11.940

Gail Powers: And I

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00:46:11.970 --> 00:46:12.960

Gail Powers: With that

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00:46:13.710 --> 00:46:21.150

Gail Powers: I will say, I can. I'll be glad to meet with you, each individually, you know, just at your leisure. If

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00:46:21.240 --> 00:46:23.970

Gail Powers: You don't want to do that, then that's fine.

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00:46:25.200 --> 00:46:33.120

Gail Powers: But on the back of the very last page, it gives you a description of the stages of concern.

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00:46:33.510 --> 00:46:35.220

Gail Powers: About an innovation.

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00:46:35.430 --> 00:46:40.260

Gail Powers: So it gives you a description and then it gives you a profile. I will tell you on the

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00:46:40.260 --> 00:46:41.190

Participant #4303943060: Front page.

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00:46:41.580 --> 00:46:56.190

Gail Powers: That the profile is set up such that the graph shows your—the relative intensity of the concern that you have at that level. So for example, if you are

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00:46:57.030 --> 00:47:12.210

Gail Powers: At a stage zero. What that means is, let's see, a high score means that that's not the only thing that you have going on. It could be. And I said this in our last session. It could mean that you've got lots of

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00:47:13.020 --> 00:47:28.620

Gail Powers: Tasks or or innovations going on simultaneously, but it could also mean that you just don't have enough information. It could also mean that, hey, this is, urn, how's this going to

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00:47:28.890 --> 00:47:30.120

Participant #4303943060: affect me.

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00:47:30.330 --> 00:47:32.610

Gail Powers: I mean, there are lots of things to think about.

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00:47:34.260 --> 00:47:46.170

Gail Powers: So just take a look at that and feel free to email me or call me. I'll be glad to do a one on one. I will be glad to come to you and do that with you.

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00:47:46.740 --> 00:47:47.400

Gail Powers: This has been

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00:47:47.430 --> 00:47:58.920

Gail Powers: Great. If you do decide that you want to implement something in your buildings or you want me to help you with something I'll be more than happy to do that and know that my doors always open for you.

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00:47:58.920 --> 00:48:00.060

Participant# 4293643055: Thank you so much.

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00:48:00.240 --> 00:48:03.900

Gail Powers: You're welcome. That said, that concludes the session.

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00:48:04.770 --> 00:48:07.350

Gail Powers: You, you're welcome. You're very welcome.

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00:48:07.740 --> 00:48:09.750

Participant# 4293643055: I feel special. I feel

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00:48:09.960 --> 00:48:13.500

Participant# 4293643055: I feel special that we got this individual time with you.

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00:48:13.860 --> 00:48:15.120

Participant# 4293643055: I don't know about Ms. Xxx.

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00:48:15.150 --> 00:48:17.280

Participant# 4293643055: I was waiting for people to meet but

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00:48:17.490 --> 00:48:19.440

Participant# 4293643055: If other people had come in.

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00:48:19.650 --> 00:48:21.990

Participant# 4293643055: Then I went to had that little private time with the

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00:48:22.020 --> 00:48:23.340

So I'm really pushing

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00:48:24.750 --> 00:48:25.830

Participant# 4293643055: Back and I got to

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00:48:25.830 --> 00:48:32.730

Participant# 4293643055: spend a little time when we had that station break. We got to spend a little time so I'm hoping that she and I can get together and

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00:48:33.270 --> 00:48:36.000

Participant# 4293643055: Yeah. Yep. Her new journey, she may can give me some

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00:48:36.000 --> 00:48:40.290

Participant# 4293643055: tips on how to do some things that I'm doing. So I don't feel like I'm spinning around in

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00:48:40.410 --> 00:48:41.640

Participant #4303943060: circle

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00:48:43.530 --> 00:48:44.040

Gail Powers: Lot to think about thank

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00:48:45.780 --> 00:48:47.160

Participant #4303943060: You. Thank you so much.

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00:48:47.250 --> 00:48:48.180

Gail Powers: You're welcome.

Interview Transcript - Participant #4293843056

1

00:00:03.210 --> 00:00:13.559

Gail Powers: Alright so Good morning and thank you for joining me for this interview. This is supposed to be a focus group interview, while we are short some individuals, we will carry on with this session.

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00:00:14.400 --> 00:00:21.090

Gail Powers: This. This interview is based on the research done in the dissertation leveraging change through purpose and power.

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00:00:21.480 --> 00:00:28.650

Gail Powers: And so before we begin, what I want to do is to just tell you a little bit about what is going to be happening in this interview.

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00:00:29.010 --> 00:00:35.910

Gail Powers: So we'll have an introduction. What I'm doing right now and I'll tell you a little bit about how we're going to go through the process.

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00:00:36.510 --> 00:00:51.180

Gail Powers: First, I'll give you some clarification of terms. Then we'll, I'll ask you a couple of introductory questions and we'll just talk back and forth as if it's a conversation that we're having, then I'll ask you a couple of transition questions.

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00:00:52.710 --> 00:01:03.210

Gail Powers: I will return your profile your pre and post test to you and I'll show you how to read that profile,

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00:01:03.600 --> 00:01:13.590

Gail Powers: then I'll ask you some key questions, ending questions, a summary question and then a couple of final questions, and we'll be done.

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00:01:14.250 --> 00:01:36.030

Gail Powers: You have any questions about the process so far. All right. Very good. So the first thing I want to do is to go over some clarifying terms with you in the last interview. What I did was, and hopefully, hang on just a second. Do you see a slide.

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00:01:37.440 --> 00:01:38.100

Gail Powers: Outline

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00:01:38.520 --> 00:01:40.320

Participant #4293843056: Yes clarification of terms. Yes.

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00:01:40.350 --> 00:01:49.770

Gail Powers: Perfect. Perfect. Alright, so what I'm going to do now is just to put it in presentation mode so that

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00:01:50.640 --> 00:01:59.880

Gail Powers: You will be able to see the terms that I want to talk to you about and I did not do this in my last session. I wish I had

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00:02:00.270 --> 00:02:07.110

Gail Powers: What I did in the last session was just basically tell them about the terms, but I'm a visual learner. And so hopefully this will help

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00:02:07.980 --> 00:02:18.150

Gail Powers: Alright, so the terms that I want to us to be aware of today for this interview. Are number one, capacity and just what the meanings of those terms are and that is

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00:02:18.480 --> 00:02:37.140

Gail Powers: The restructuring or meaning through fundamental shifts in mindset. Recall that we've talked a lot about feelings about emotions and how that drives our beliefs, and then how that turns into behaviors, we talked about change. The, the premise of this entire

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00:02:38.310 --> 00:02:49.110

Gail Powers: Research is about change. And so what we're saying that that is, the purpose or will to do or think differently. Again, because we know that feelings, emotions.

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00:02:49.620 --> 00:03:04.830

Gail Powers: And our thinking drive our behaviors. And then we talked about concern or concerns, and that's to express worry about a change, which is what we know that teachers do that but not only teachers, but also administrators do that as well.

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00:03:05.550 --> 00:03:13.170

Gail Powers: And then innovation and initiative or a change. And if you'll recall in the last phrase last session.

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00:03:13.830 --> 00:03:30.690

Gail Powers: I mentioned to you that we could also refer to an innovation or a change or initiative as a best practice, particularly if it's a new best practice that we are introducing to our staff and then lastly moral imperative. This is a phrase that

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00:03:31.710 --> 00:03:46.830

Gail Powers: runs salient throughout my research and it basically means an obligatory force that compels individuals to commit to educational change but not only commit, but to commit to it with a degree,

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00:03:47.130 --> 00:03:58.440

Gail Powers: . . . a strong degree or sense of urgency. So these are some of the, the terms that you'll need to refer back to, and I can simply leave those

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00:03:59.250 --> 00:04:08.850

Gail Powers: Up there. And hopefully, you know what I'm going to stop the share. I'm going to do that as just in case if I need to come back to it. I'll go back and forth.

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00:04:09.270 --> 00:04:24.750

Gail Powers: What I don't want to do is to lose the presentation, and be kicked out. So that said, let's move on. What I want you to do is to tell me your name. The school that you are assigned and how long you've been an administrator

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00:04:26.310 --> 00:04:39.300

Participant #4293843056: My name is . . . I'm currently at New Hope elementary. This is my first year as ab AP Intern, so I'm going through the Educational Leadership Program with high point University. Okay.

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00:04:39.540 --> 00:04:48.990

Gail Powers: Thank you. Thank you, Miss . . . and if, if I recall correctly, you actually have middle school experience as well. Correct.

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00:04:49.170 --> 00:04:52.980

Participant #4293843056: Yes, my, my previous experience is a school counselor at middle school.

27

00:04:53.670 --> 00:05:06.060

Gail Powers: Very good. Thank you for sharing that. So what I want you to do now is to identify and one word, the first thing that comes to mind when you think about how teachers respond to change.

28

00:05:07.980 --> 00:05:08.760

Participant #4293843056: Resistant

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00:05:09.690 --> 00:05:11.400

Gail Powers: Resistance. Wow.

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00:05:11.760 --> 00:05:18.360

Participant #4293843056: That's the first reaction is not. That's the first reaction that they are reluctant. No.

31

00:05:18.480 --> 00:05:19.890

Participant #4293843056: This is maybe reluctance.

32

00:05:20.130 --> 00:05:21.180

Gail Powers: Okay reluctant

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00:05:21.330 --> 00:05:22.200

Participant #4293843056: Alright, no.

34

00:05:22.260 --> 00:05:23.820

Gail Powers: Problem there. No problem there.

35

00:05:24.300 --> 00:05:30.390

Gail Powers: And so, what makes you think that word. What, what, why, why does that word resonate reluctance.

36

00:05:30.810 --> 00:05:38.070

Participant #4293843056: Because change is difficult for everybody. And when you think about teacher with a lot of years of experience.

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00:05:38.610 --> 00:05:56.010

Participant #4293843056: They've done things the same way for a certain amount of time and if their way produce results. They have their reluctance to change, it's just human nature, even if we thinking about our in our daily life change is not something that we we take easily

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00:05:56.580 --> 00:06:02.220

Participant #4293843056: Right, I really like that, especially when change is not looked for, it's coming your way.

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00:06:03.180 --> 00:06:17.760

Gail Powers: That's a very good point. That's a very good point. Especially, you said, especially when change is not looked for when it's coming your way. And it reminds me of some of the research that I've done. And I think, I think we talked about this in our last

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00:06:17.880 --> 00:06:21.060

Gail Powers: Session, if it wasn't in the last session then it was in the last

41

00:06:21.090 --> 00:06:33.270

Gail Powers: focus group interview that I did. Basically, it's that change that comes from the top down, or we also refer to that as mandated change.

42

00:06:33.660 --> 00:06:46.260

Gail Powers: That type of change is change that teachers resist the most and the research indicates that it's because they are not included in the early phases of change. They have no say.

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00:06:46.560 --> 00:06:56.010

Gail Powers: Therefore, they've not been given an opportunity to have buy in. So, good point you make. So these next questions are meant to be sort of transitional questions.

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00:06:56.670 --> 00:07:05.700

Gail Powers: So I want you to think back to the first time that you were involved in an educational initiative requiring change.

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00:07:06.030 --> 00:07:22.230

Gail Powers: And I want you to talk about the innovation that is the change or the initiative. So talk about what it is, what it was, and then talk about your first impression about that innovation.

46

00:07:23.760 --> 00:07:32.310

Participant #4293843056: I will be from the most recent one that I was involved. And I was involved for a year when we tried to introduce opportunity culture, our school

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00:07:33.330 --> 00:07:44.400

Participant #4293843056: I was one of the reluctant ones when they first came and they presented, but then we went through a one year of designed opportunity culture for our school

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00:07:44.730 --> 00:07:51.660

Participant #4293843056: And my mindset that everything changed because I was directly involved with the process and I realize all the application and actually

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00:07:51.960 --> 00:08:02.130

Participant #4293843056: I, I saw how good the problem is. So when first presented and I had little information I have been elected, but going through a year and we we were a team selected from stem

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00:08:02.490 --> 00:08:19.020

Participant #4293843056: And we were five or six session with senior team administrator with the opportunity culture trainers and then make a big difference. And there was a new innovation program that the school was supposed to implement with coaching and totally different mindset.

51

00:08:20.130 --> 00:08:31.380

Participant #4293843056: But I think preparation, I can say is the key and I speak for my own experience when they first hour so the lockers, but then going through the year of training made a big difference.

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00:08:31.410 --> 00:08:32.040

Participant #4293843056: Big difference.

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00:08:32.430 --> 00:08:34.710

Gail Powers: Gotcha. Okay.

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00:08:36.330 --> 00:08:36.660

Gail Powers: So,

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00:08:37.320 --> 00:08:38.460

Gail Powers: Echo. Do you hear it

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00:08:39.240 --> 00:08:40.500

Gail Powers: Are you hearing me clearly

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00:08:41.100 --> 00:08:42.900

Participant #4293843056: I hear you clear it is mine.

58

00:08:45.240 --> 00:08:47.730

Gail Powers: Now I'm hopeful, but it's something. Let me check something

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00:08:48.030 --> 00:08:49.050

Gail Powers: Just make sure

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00:08:50.070 --> 00:08:51.900

Participant #4293843056: I hear you clearly so I don't know.

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00:08:51.900 --> 00:08:53.100

Gail Powers: Okay, very good.

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00:08:54.270 --> 00:09:03.900

Gail Powers: All right, so next question then were you involved in the decision to adopt that initiative, you mentioned opportunity culture. Were you involved in

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00:09:03.900 --> 00:09:21.030

Participant #4293843056: It. Yes. That year, we designed it so we had a lot a lot of input. What was taken from us because we literally have to look at all the data was the best model for for our sport. So was not was not just imposed, we had, we had to design

64

00:09:22.170 --> 00:09:32.490

Participant #4293843056: And I think the fact, that we were involved made the big difference because it wasn't like somebody says, now you have a lead teacher, we had the option to see what

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00:09:32.790 --> 00:09:48.780

Participant #4293843056: Lead teacher what coaching opportunities for what subject, what are the needs of our school so that the word into the decision, make the difference. That's why I said from reluctance to begin beginning, I was totally into after the training.

66

00:09:49.260 --> 00:10:03.210

Gail Powers: Gotcha. So, and it's interesting because you I think you've actually made a good segue into the next question, and that is, in what ways did your involvement or and I usually what I'm asking for is, in what ways did your involvement or lack

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00:10:03.660 --> 00:10:15.420

Gail Powers: Of involvement in the decision to adopt impact your efforts to support or is this the innovation. So I'm going to go back and say that again. In what ways did your involvement.

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00:10:15.990 --> 00:10:22.830

Gail Powers: Impact your efforts to support. I want you to expand on that I think you hit on it but expand on that a little more

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00:10:23.250 --> 00:10:37.950

Participant #4293843056: like I said we were from the planning so we were involved from from the beginning. So besides the procession where the opportunity culture was introduced the planning and everything selecting a team. And then we were involved in the design process.

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00:10:39.030 --> 00:10:50.070

Participant #4293843056: That was the key. We have three or four session and was a team, wasn't just me and that makes another big difference. It wasn't just the administrator and counselor it was administrator cancer.

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00:10:50.760 --> 00:11:02.760

Participant #4293843056: Two or three teacher so was a team effort into the design process. Everybody came with their own perspective how the opportunity culture will affect the support from the administrative point of view our friend, the kids.

72

00:11:03.210 --> 00:11:15.270

Participant #4293843056: Counselor point of view. And then we have the teacher can they will have to go through coaching training, it will have to change the format set in the way they deliver education. So being involved in all aspects.

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00:11:16.500 --> 00:11:17.610

Participant #4293843056: It made a big difference.

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00:11:18.000 --> 00:11:25.620

Gail Powers: Okay, very good. So what I'm going to do right now is I'm going to, I'm

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00:11:26.730 --> 00:11:28.320

Gail Powers: Return your

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00:11:30.180 --> 00:11:34.170

Gail Powers: Your profiles to you. So give me just a second.

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00:11:39.030 --> 00:11:43.800

Gail Powers: And I will get those back to you.

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00:11:45.600 --> 00:11:47.340

Gail Powers: I'm going to go over to

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00:11:51.600 --> 00:11:52.680

Gail Powers: My email.

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00:11:54.900 --> 00:11:55.770

Gail Powers: And

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00:12:01.770 --> 00:12:04.260

Gail Powers: so give me just a second to do that.

82

00:12:06.210 --> 00:12:15.600

Gail Powers: And if I'm not mistaken, Miss . . . I believe that you did both the pre and the post assessment, I

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00:12:15.840 --> 00:12:16.470

Participant #4293843056: Think so.

84

00:12:16.770 --> 00:12:29.430

Gail Powers: Yes, have it right here. I went ahead and loaded those up. So you should be getting that momentarily. And then I have a hard copy right here.

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00:12:32.310 --> 00:12:37.260

Gail Powers: And I'm going to, once you get that if you could pull that up.

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00:12:58.050 --> 00:12:59.040

Participant #4293843056: Internet is . . .

87

00:13:00.690 --> 00:13:01.740

Participant #4293843056: cause they're not here.

88

00:13:04.830 --> 00:13:05.520

Participant #4293843056: Maybe start

89

00:13:07.200 --> 00:13:08.670

Participant #4293843056: A Yes. No. I see them.

90

00:13:08.970 --> 00:13:22.050

Gail Powers: Okay, very good. Okay, so what you should have there should be two documents one, and I've highlighted and I'm thinking that on the highlighting, you should be able to see at the top.

91

00:13:22.350 --> 00:13:23.190

Gail Powers: It says

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00:13:23.730 --> 00:13:34.350

Gail Powers: Pre assessment on the first one on the first page and should be like four pages and so that page three is the post assessment and so

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00:13:35.760 --> 00:13:39.390

Gail Powers: One of the things if you will look at the back page first

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00:13:40.590 --> 00:13:42.690

Gail Powers: in figure two dot one

95

00:13:43.800 - > 00:13:49.410

Gail Powers: There is an explanation there for each of the stages of concern.

96

00:13:49.440 --> 00:13:50.160

Participant #4293843056: I can see it

97

00:13:50.760 --> 00:13:51.390

Gail Powers: Can't see it.

98

00:13:51.750 --> 00:13:54.120

Gail Powers: Yeah, I can. Okay. Very good, very good.

99

00:13:54.570 --> 00:14:02.880

Gail Powers: All right, and so what you're looking at in the left hand corner there of the stores has Stages of Concern of that that little

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00:14:04.590 --> 00:14:11.730

Gail Powers: spreadsheets or table, if you will, you will see the three dimensions, the self, the task and impact.

101

00:14:12.270 --> 00:14:25.590

Gail Powers: And the stages, then where you see zero, you see unrelated. I want you to understand that unrelated when while opposite awareness. It's also known as unrelated.

102

00:14:25.890 --> 00:14:46.530

Gail Powers: It gives you a definition of each one of the stages and so you'll go through and you'll see the informational stage. And what that means all the way down to Stage six refocusing. And just as a reminder, we know that for informational that really is about knowing about the the

103

00: 4:47.760 --> 00:14:59.220

Gail Powers: The innovation or the change. Now, in the case of this for for my research what we were doing is actually using the stages of concern, which is a dimension.

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00:14:59.790 --> 00: 15:19.620

Gail Powers: Of the CBAM Model. We were basically saying, Okay, how can principles or school administrators, use the CBAM model to address teachers' responsiveness to change during a change process.

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00:15:20.100 --> 00:15:27.660

Gail Powers: So in essence this instrument we are using it to test out how you guys feel about using the stages of concern.

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00:15:28.590 --> 00:15:29.160

Dora Moldovan: I actually

107

00:15:29.700 --> 00:15:40.800

Gail Powers: I actually had to write to the American Institute of research to get permission to do this and I was tickled when they said yes, they had said, No, I don't know what I would have done, but anyway.

108

00:15:41.940 --> 00:15:53.220

Gail Powers: Alright, so now we'll go back to the pre assessment page. And if you'll look, what this is saying there's a graph there on the right at the bottom.

109

00:15:54.060 --> 00:16:02.340

Gail Powers: And it's, it says the stages of concerned CBAM and you'll see the the coordinate plane there with the graph that's all plotted out

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00:16:02.760 --> 00:16:25.710

Gail Powers: And basically what is happening is the stages are being plotted based on relative intensity of the concerns that you have about using the Stages of Concern or the CBAM to address teachers expressions of concern about change. And one of the things that you had

111

00:16:27.150 --> 00:16:31.590

Gail Powers: Some major concerns about to begin with, was

112

00:16:32.880 --> 00:16:43.170

Gail Powers: Unrelated okay that an unrelated. If you score high a high score in that area, then basically what we're saying is that

113

0:16:43.830 --> 00:17:00.960

Gail Powers: That's not the only thing that you've got going on there could be competing innovations going on. And that actually makes sense right now as we're going through the pandemic. There are so many things that are going on right now that this may not be a top priority for you.

114

00:17:01.440 --> 00:17:08.790

Participant #4293843056: That was a true reflection, because when I don't know if I took the questions quite bad. But I was thinking at this point we have so many innovation.

115

00:17:09.180 --> 00:17:24.960

Participant #4293843056: The plate of the teachers like we do mother teacher so we which are true. We need those because we we we navigate those, chart the water and you know is needed, but I was thinking, how many innovation actually we put now on the table.

116

00:17:25.350 --> 00:17:35.010

Gail Powers: Absolutely, absolutely. And I've often said to two adults and two students that I've had the honor of teaching. And that is, you know,

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00:17:35.520 --> 00:17:46.320

Gail Powers: This kind of an instrument is only as true as you make it if you answer the questions honestly, then you're going to get an honest reading about how you feel about things.

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00:17:46.920 --> 00:17:55.170

Gail Powers: So you can see, remember now when we talked about those concerns that are self concerns.

119

00:17:55.620 --> 00:18:17.310

Gail Powers: We said that those truly are things about yourself, things about the innovation itself. But what we're trying to do with those in those stages in this case stages 0, 1 and 2, is we're trying to decrease those concerns. So you see your way up there.

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00:18:17.700 --> 00:18:19.170

If you're looking at your.

121

00:18:20.370 -> 00:18:20.850

Gail Powers: Yeah.

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00:18:20.910 --> 00:18:23.820

Participant #4293843056: You might decrease them on the post. Yeah.

123

00:18:23.880 --> 00:18:25.140

Gail Powers: already gone to the post assessment

124

00:18:25.560 --> 00:18:26.520

Participant #4293843056: I was curious.

125

00:18:27.870 --> 00:18:42.570

Gail Powers: You're already over there and that's and it's funny. Miss . . . because when I looked at this and I was, I was kind of had everybody's out and I was looking. I was like oh my gosh it's and see, and this is where you know when I said to you that my chair said

126

00:18:44.100 --> 00:18:56.100

Gail Powers: This is where the fun begins. That is the moment that I truly understood that this really is where the fun begins. Because even in those four sessions that we did.

127

00:18:56.520 --> 00:19:07.350

Gail Powers: I could see a difference in how the participants felt about the change and using the CBAM to help address teachers concerns.

128

00:19:07.830 --> 00:19:21.570

Gail Powers: So again, I'll point out, you know, those self concerns what we're trying to do is decrease them. We want those to go down. And the only way they're going to go down is if you address them with your teachers. Stage three, which is the

129

00:19:23.160 --> 00:19:31.740

Gail Powers: The task dimension, but it's the management of the actual innovation. This is the one where I said, this is where the rubber meets the road.

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00:19:32.100 --> 00:19:50.700

Gail Powers: In other words, the action, the implementation happens here. So we want to neutralize these concerns because we're trying to get this innovation to stick, right, so you can see that you were looks like about 30% now if you look up at the top, it's going to tell you, urn,

131

00:19:51.720 --> 00:20:14.790

Gail Powers: Let's see if I can find it, if you'll go actually, actually I'm sorry if you'll go to the left of the graph and go to stage three, you can see what your percentiles are for that particular stage. Now, I can tell you um, looks like yours.

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00:20:17.100 --> 00:20:24.150

Gail Powers: Here's it stage three on your pre assessment with 69%

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00:20:25.980 --> 00:20:30.180

Gail Powers: Look at the top, I'm sorry. I said, let's look at the top where it says raw score totals.

134

00:20:30.810 --> 00:20:31.830

3.

135

00:20:33.960 --> 00:20:41.880

Gail Powers: And then your percentile score was 69% so we really want to stabilize that we want to neutralize that

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00:20:42.630 --> 00:20:57.990

Gail Powers: It's not uncommon. Now as you're thinking about all this also want you to think about teachers in your building. If you were to give this instrument to the teachers in your building administer it to them about an innovation or a change that you all have going on.

137

00:20:59.400 --> 00:21:06.240

Gail Powers: You're going to see exactly what I saw, you'll have all these profiles and it's like, Oh my goodness. People are all over the place. How am I ever going to help

138

00:21:06.570 --> 00:21:17.070

Gail Powers: Well, what you could do is take all their profiles and you get look at the group profile and you see where you need to focus your, your PO to support those teachers.

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00:21:17.730 --> 00:21:18.480

Gail Powers: So, all right.

140

00:21:18.780 --> 00:21:30.870

Gail Powers: Now on the last dimension or what we would refer to as the impact dimension. And that's where we have the stages. The consequence, the collaboration and the refocusing

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00:21:31.320 --> 00:21:46.860

Gail Powers: You'll see if you'll recall when we talked about learned about this, we said, what we want to do is increase those concerns because those concerns are where teachers begin to ask themselves questions like, Well, what is Miss Smith doing over there.

142

00:21:47.940 --> 00:21:58.320

Gail Powers: How is this going to impact my students. So instead of asking, how's it going to impact me teacher down in the self concerns if we can get them to the point

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00:21:58.710 --> 00:22:05.730

Gail Powers: Of the consequence collaboration and refocusing then they come outside of themselves and they begin to ask questions about

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00:22:06.060 --> 00:22:15.150

Gail Powers: How is this going to impact the students. What are other teachers doing, how can I use what other teachers are doing to support it and then a group of teachers are finally going to say

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00:22:16.230 --> 00:22:25.020

Gail Powers: How can we make this better for our, our students for school now looking at your post assessment.

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00:22:25.410 --> 00:22:28.140

Participant #4293843056: You again, please, and he

147

00:22:29.280 --> 00:22:31.560

Participant #4293843056: Went up, not much, but it

148

00:22:31.710 --> 00:22:37.650

Gail Powers: Right. But think about it, has anything changed about our current state. We're still in the pandemic.

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00:22:37.830 --> 00:22:40.830

Gail Powers: True lot of initiatives.

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00:22:41.220 --> 00:22:46.740

Participant #4293843056: And it's, it's still talking in general, it's not. I guess if you if you do this with a

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00:22:47.910 --> 00:22:54.930

Participant #4293843056: Exactly innovation that you want to implement is more you're talking about change agenda.

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00:22:55.320 --> 00:22:59.220

Participant #4293843056: Right. But at this point, changes all over the place. But oh

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00:22:59.220 --> 00:23:03.630

Gail Powers: Yes, it is. And I want you to notice though the difference in

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00:23:03.900 --> 00:23:04.560

Your

155

00:23:05.580 --> 00:23:07.650

Gail Powers: Look at your, your stage for

156

00:23:08.250 --> 00:23:13.230

Gail Powers: Your, your actually look at start with your stage manage went to 30

157

00:23:13.620 --> 00:23:25.410

Gail Powers: Yes, exactly. Okay. Now while that look at look at stage three, you were in your post assessment.

You're 65% in your pre assessment you are 69%

158

00:23:25.950 --> 00:23:43.650

Gail Powers: Well, you could possibly think about that as well. The change is what it is. And you just stated it. The change is what it is. So it's not going away at least anytime soon that we know of. We don't even know what we're going to be looking at in the spring.

159

00:23:44.010 --> 00:23:49.440

Gail Powers: Let's plan A, B, or C. So what that may say to me.

160

00:23:50.490 --> 00:3:55.380

Gail Powers: You tip you tell me if you agree, but it may possibly say well,

161

00:23:56.610 --> 00:23:57.750

Gail Powers: The change is here.

162

00:23:58.860 --> 00:24:09.480

Gail Powers: I have to deal with it. I'm still concerned if I look at my, my first dimension. I'm still could I still have some high concerns about information.

163

00:24:09.960 --> 00:24:23.490

Gail Powers: About the initiative about using the CBAM to support teachers. But I also know that we've got all these initiatives and I've got to do something to get them.

164

00:24:24.450 --> 00:24:26.580

Gail Powers: You know, to buy into the change

165

00:24:28.080 --> 00:24:32.250

Gail Powers: And then look at your consequence collaboration and refocusing

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00:24:33.570 --> 00:24:41.400

Gail Powers: The consequence did go down from it looks like 30% to 24% we do want that to increase

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00:24:42.510 --> 00:24:56.850

Gail Powers: We do want that to increase. Talk to me about how you feel about those changes your collaboration state exactly the same. Your refocusing for your post test actually

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00:24:57.870 --> 00:25:02.940

Gail Powers: Reduced. So what that could say is, are you completely sold

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00:25:05.370 --> 00:25:16.200

Participant #4293843056: It's just, I don't know how I was thinking, and I guess most of us, what we're having. And we thought about the changes the pandemic in mind and things

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00:25:17.880 --> 00:25:22.290

Participant #4293843056: Not that did it. They did improve, but it's still a lot of stress.

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00:25:23.370 --> 00:25:29.610

Participant #4293843056: adding to it. So as with all the measure with all the safety measure with everything and

172

00:25:30.690 --> 00:25:40.440

Participant #4293843056: You watching the news. I have family Europe they stand close back again and I'm thinking when I did that post test. I think I did it. Two weeks ago, that if, where's your, your perspective.

173

00:25:40.800 --> 00:25:48.870

Participant #4293843056: And I realized, oh my God, when I go back to what happened in the spring. So it's sometimes when you take those

174

00:25:50.100 --> 00:25:55.380

Participant #4293843056: Assessments, it's even what happened, which all at the same at the moment.

175

00:25:55.740 --> 00:25:57.750

Gail Powers: Exactly. It's a lot of what's

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00:25:57.750 --> 00:25:58.170

Gail Powers: Going on.

177

00:25:58.980 --> 00:26:03.390

Dora Moldovan: The last week and I talked to my parents and they just close the school back again in my country.

178

00:26:03.450 --> 00:26:04.200

Gail Powers: Oh, wow.

179

00:26:05.970 --> 00:26:21.810

Gail Powers: Yeah. Yeah, I understand. I do understand, but you know what that speaks to me. I want you to think about this. We started out in this this journey with leveraging change through purpose and power by saying that change is not an event.

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00:26:23.220 --> 00:26:23.520

Gail Powers: It's

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00:26:23.610 --> 00:26:29.820

Gail Powers: very personal. Change is very personal. And so I want you to think in terms of

182

00:26:30.960 --> 00:26:41.850

Gail Powers: You know how I approach change. And I want to even at this point I want to offer up and say let's do refer to it as an innovation because the change actually

183

00:26:42.810 --> 00:26:52.110

Gail Powers: Us. Remember that was one of the six beliefs that change has to happen here first with me with the individual before the entire school can

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00:26:52.110 --> 00:26:53.640

Gail Powers: change

185

00:26:54.960 --> 00:26:58.650

Gail Powers: That's a little bit about how to read your profile. So you can look at

186

00:26:58.650 --> 00:27:02.490

Participant #4293843056: It. That's a good, I like to reflect back on it, and I think it's interesting.

187

00:27:02.880 --> 00:27:03.300

And

188

00:27:04.500 --> 00:27:13.650

Participant #4293843056: When you have all the results. I got in front of you, you can realize what happened. What makes the difference. How can I change. How can I be a better

189

00:27:14.70 --> 00:27:19.140

Gail Powers: Absolutely. Now, and you know, just as a side note, think about students

190

00:27:20.010 --> 00:27:23.940

Gail Powers: When they're taking assessments and it's like one day in time.

191

00:27:24.180 --> 00:27:28.110

Gail Powers: And then depending on what they've had go on in their lives.

192

00:27:28.230 --> 00:27:31.860

Gail Powers: Even or, like you said, you just talk to your parents.

193

00:27:32.220 --> 00:27:34.620

Gail Powers: So think about our students and what they may go through

194

00:27:34.830 --> 00:27:36.450

Gail Powers: Again with change.

195

00:27:37.470 --> 00:27:47.280

Gail Powers: It's just really all personal. So I want to ask you this. What do you attribute the difference in your pre and post test scores to and why

196

00:27:47.850 --> 00:27:54.930

Participant #4293843056: What I think that some areas I, I could see some let's say an improvement, even though it's

197

00:27:55.530 --> 00:28:04.620

Participant #4293843056: And that's basically that talking and having those session kind of clarify something for us from the beginning. We didn't even know what what this was all about.

198

00:28:05.190 --> 00:28:17.640

Participant #4293843056: The session in going through those session we learn more. We had information so that clarified, like I said, the ones that I don't have much different. It's a lot of things going on for everybody. At this point, and it's just

199

00:28:19.320 --> 00:28:22.470

Participant #4293843056: Something that we have to we have to learn to to manage

200

00:28:23.160 --> 00:28:23.580

Gail Powers: Right.

201

00:28:23.910 --> 00:28:27.600

Participant #4293843056: It was a great way for us to realize that the change is here and

202

00:28:29.040 --> 00:28:32.790

Participant #4293843056: You know, accept the things that you cannot control and control the things that you can

203

00:28:32.880 --> 00:28:42.360

Gail Powers: That you can very good, very good. So now that you've completed this event professional development. What are your perceptions about instilling

204

00:28:42.660 --> 00:28:56.070

Gail Powers: moral imperatives into organizational practices to support teachers through an educational change. I'm going to read that again.

205

00:28:56.460 --> 00:29:14.550

Gail Powers: I can go back to our definition of moral imperative, which is a an obligatory force you're obligated.

206

00:29:16.050 --> 00:29:28.230

Gail Powers: To commit to educational change with a sense of urgency. So it's like this force that just compels you to change. So now the question again is

207

00:29:29.400 --> 00:29:49.470

Gail Powers: Now that you have completed the CBAM professional development. What are your perceptions about instilling moral imperatives into organizational practices to support teachers through organizational change or excuse me, educational change.

208

00:29:49.980 --> 00:29:58.290

Participant #4293843056: Okay, so sometimes change comes your way, sometimes change is imposed and sometimes you need to change and

209

00:30:00.000 --> 00:30:09.780

Participant #4293843056: Start doing something innovative for the kids. I mean, we are here for the kids. And now we cannot do education the way we used to do it. So we need to learn new strategies.

210

00:30:10.110 --> 00:30:20.010

Participant #4293843056: In the, in the end, we have to realize that everything that we do we do for the kids, for their benefit, and we need to think that every single child does have the best possible education.

211

00:30:20.580 --> 00:30:27.360

Participant #4293843056: And sometimes change is necessary and it needs to be imposed like now we have to learn new strategies, we have to

212

00:30:28.350 --> 00:30:39.270

Participant #4293843056: Zoom was not here you a year ago we didn't even know. Now we have to use it because it's no other way to reach our kids in our remote learning. So some innovation is absolutely needed

213

00:30:41.280 --> 00:30:51.240

Gail Powers: Thank you. So what are your perceptions about how to build capacity for educational change in teachers, how are you going to build their capacity.

214

00:30:52.620 --> 00:30:55.230

Participant #4293843056: You have to make them part of the change

215

00:30:56.940 --> 00:31:07.590

Participant #4293843056: And involve them in the change, involve them in the process. They need to realize that change is needed, why it's needed, share the vision, share the goal. We have to move

216

00:31:08.400 --> 00:31:18.210

Participant #4293843056: in the same direction, because if the teachers just you come up with a new strategies and give it to them and they are blindsided they don't know how this is supposed to help us.

217

00:31:18.630 --> 00:31:27.630

Participant #4293843056: How its supposed to support our mission and vision, it will not produce results, no matter how good the strategies if the teachers don't buy into it, it will not produce results

218

00:31:28.830 --> 00:31:41.460

Gail Powers: Okay. So in what ways are these perceptions that you're sharing with me now. In what ways are they new or different from your beliefs prior to participating in the CBAM professional development.

219

00:31:43.800 --> 00:31:55.200

Participant #4293843056: I always believe that you have to do the best for the kids. So that's, that's our core values as a teachers that didn't a change, but the approach. How you do that change,

220

00:31:56.310 --> 00:32:02.310

Participant #4293843056: it helped me to understand that you needs to have people involved into change. Okay.

221

00:32:03.630 --> 00:32:04.230

Gail Powers: So,

222

00:32:05.730 --> 00:32:08.340

Gail Powers: We're going to move into a different

223

00:32:09.360 --> 00:32:13.260

Gail Powers: Section. And so we're going to start the ending questions now.

224

00:32:14.730 --> 00:32:22.950

Gail Powers: So what will be your next steps when faced with implementing educational change in your school

225

00:32:27.090 --> 00:32:37.410

Participant #4299843056: I will have to be very knowledgeable about the problem or the innovation myself and then I will have to. So I know about. I cannot

226

00:32:37.950 --> 00:32:56.580

Participant #4293843056: Implement change if you don't know what the change is supposed to effect, so I will have to get myself very knowledgeable, do all of the professional training, then I will have to have the staff participate in professional development and plan with them have sessions.

227

00:32:57.600 --> 00:33:05.790

Participant #4293843056: Design the change process, have some PLCs, teachers in leadership position to help implement the change

228

00:33:07.020 --> 00:33:07.320

Okay.

229

00:33:08.550 --> 00:33:16.410

Gail Powers: What advice would you give to the leaders of this district regarding the adoption and implementation of new initiatives.

230

00:33:17.760 --> 00:33:25.680

Participant #4293843056: I think we have a lot of support and lately for the past two years at least, at my school and I was directly involved.

231

00:33:26.040 --> 00:33:31.680

Participant #4293843056: And many, there was a lot of transparency and I think that's something that we do very well in our district.

232

00:33:32.160 --> 00:33:45.360

Participant #4293843056: And it's and we went through a lot of changes we combined schools with and everything was done with transparency come to school inform the step. So I think that by we're doing very well in our district from my perspective.

233

00:33:46.410 --> 00:33:57.630

Participant #4293843056: And I know that we have teacher advisory, student advisory all the time, the voices of the stakeholders are heard and we need to continue on that path. We need to have input from everybody.

234

00:33:58.830 --> 00:34:24.180

Gail Powers: Alright, so I've heard you say words like transparency, I've heard you say buy-in I've heard you say professional development. Um, do you feel like these key words or points have been made clear in this interview. Does this sum up what you have shared as being compelling points for you.

235

00:34:24.690 --> 00:34:25.200

Participant #4293843056: Yes.

236

00:34:25.230 --> 00:34:29.850

Gail Powers: What else you have shared as being very compelling points for you.

237

00:34:30.180 --> 00:34:31.170

Participant #4293843056: Yes. Okay.

238

00:34:32.910 --> 00:34:47.220

Gail Powers: So final two final questions. The first one is, what suggestions, can you offer to improve the quality of my service delivery during this this interview or during this whole process actually

239

00:34:49.560 --> 00:35:05.280

Participant #4293843056: Those was good session may maybe if you really want to implement, we will have to have some working sessions as going morning that but the session that we have were absolutely wonderful and gave us a lot of clarification. Okay, thank you.

240

00:35:05.910 --> 00:35:11.040

Gail Powers: Is there anything that we should have talked about, but did not

241

00:35:13.560 --> 00:35:17.250

Participant #4293843056: I think that we cover everything from what was

242

00:35:17.700 --> 00:35:32.340

Participant #4293843056: Intended now. So if we're really looking to implementation of a program that probably will have to go more in depth, thinking about materials, sources, funds and all of this, but for for what was intended will receive the information that we needed

243

00:35:34.290 --> 00:35:44.580

Gail Powers: Alright, that concludes the interview, and I do appreciate so much 'that you joined me this morning and thank you for being a part of my study

244

00:35:45.600 --> 00:35:45.960

Participant #4293843056: It was

245

00:35:46.200 --> 00:35:54.180

Participant #4293843056: Nice. It was nice. We learned a lot of a lot of things. It was very interesting, especially, I'm going to look back and it is

246

00:35:55.890 --> 00:36:00.750

Gail Powers: Well, if you look back at your results and you have additional questions, you know how to reach out

247

00:36:01.050 --> 00:36:03.330

Participant #4293843056: I know. Thank you for support and this

248

00:36:03.450 --> 00:36:07.050

Participant #4293843056: Taking into consideration the time we're going through this was very helpful.

249

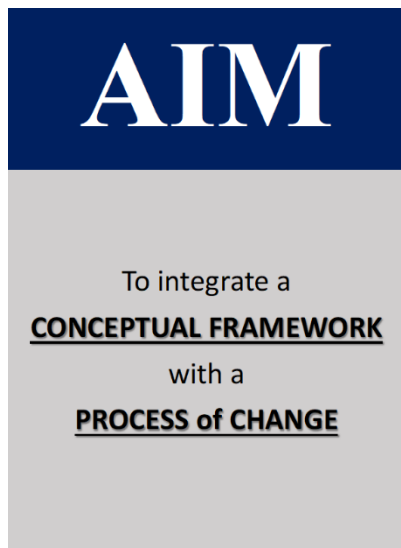
00:36:07.470 --> 00:36:11.850

Gail Powers: Thank you. Thank you. I do appreciate it. I'm going to go ahead and stop the recording now.

LEVERAGING CHANGE THROUGH PURPOSE AND POWER

Introductory Session

GAIL LETTERLOUGH POWERS
JOHNS HOPKINS UNIVERSITY
Fall 2020



GOAL

- Equip and support school administrators with skills to **lead teachers** and **manage change** simultaneously...
 - **Build capacity** for change in teachers
 - **Instill moral imperatives** in organizational practices



WHY DOES CHANGE GARNER ADVERSE REACTIONS?

Change is Personal
Professional Practice is a Way of Being
Lack of Teacher Input



WHAT CAN ADMINISTRATORS DO ABOUT IT?

CONSTRUCT EXPERIENCES THAT SHAPE...



Beliefs/Attitudes
Professional Identity
Mutual Input



Making it Happen...

Triple "I" Change Process

Initiation
Implementation
Institutionalization

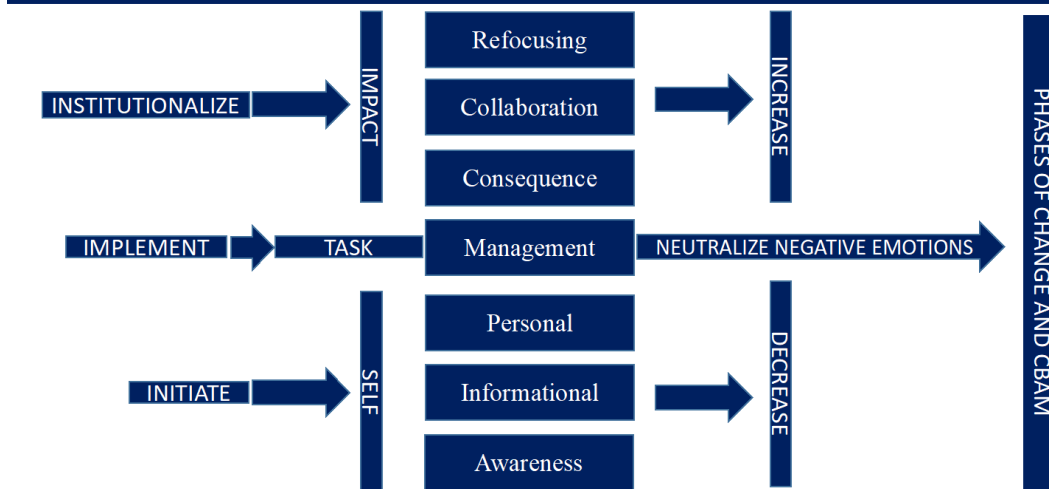


Concerns Based Adoption Model

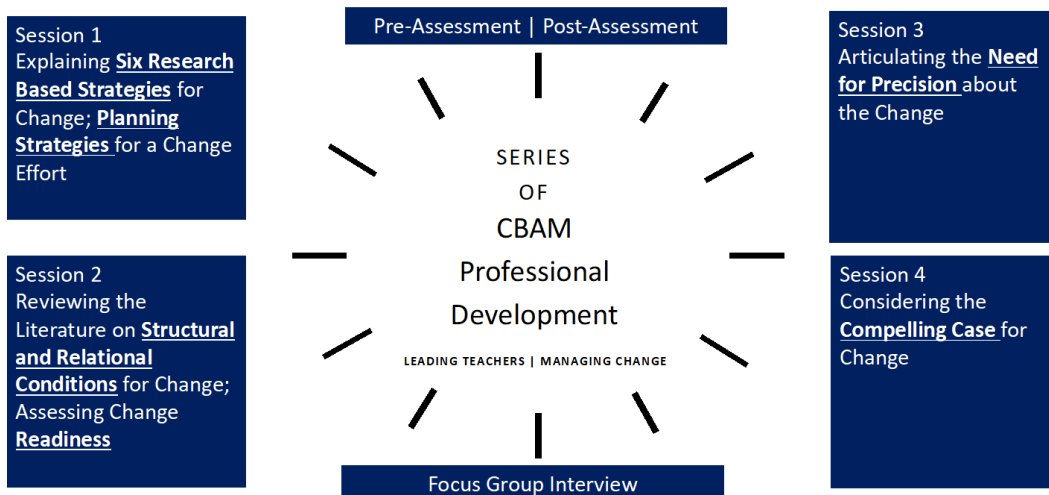
Stages of Concern
Innovation Configurations
Levels of Use



CONCEPTUAL FRAMEWORK



PROCEDURES



Getting Started

LEVERAGING CHANGE

SESSION One

SIX STRATEGIES, SIX BELIEFS, AND A PLAN



GAIL LETTERLOUGH POWERS
JOHNS HOPKINS UNIVERSITY
FALL 2020

WARM UP

WheelDecide



What emotion are you
feeling today and why?

WELCOME BACK!

NORMS

- Be Prepared
- Be Open
- Be Present

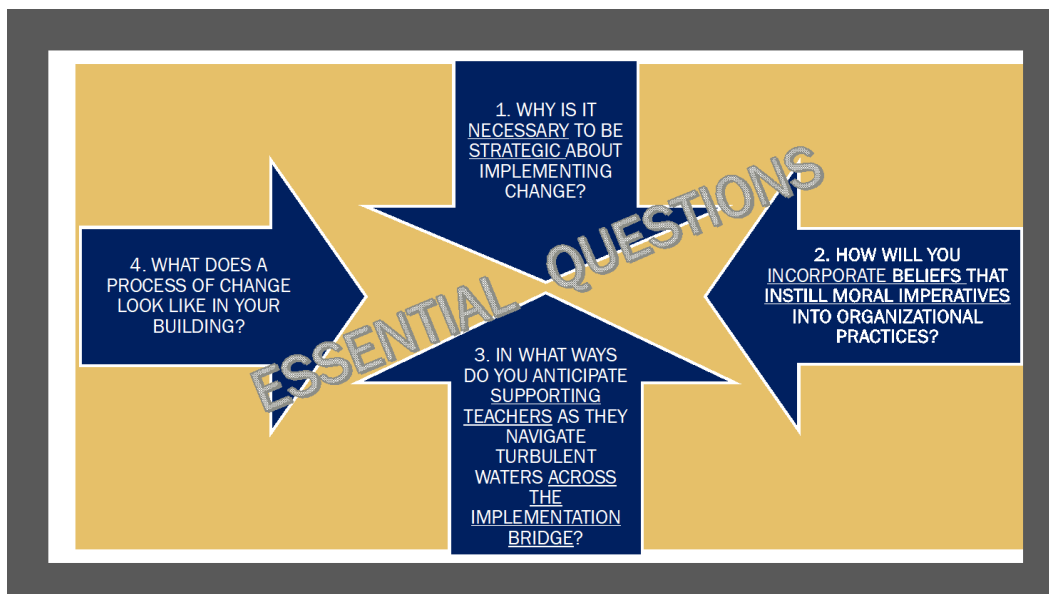
AGENDA

- Identify six research-based strategies about change
- Understand six beliefs about change
- Create an initial plan for a change effort

Zoom ETIQUETTE



LESSONS FROM EAGLES



Triple “I” Change Process

INITIATION
ADOPTION



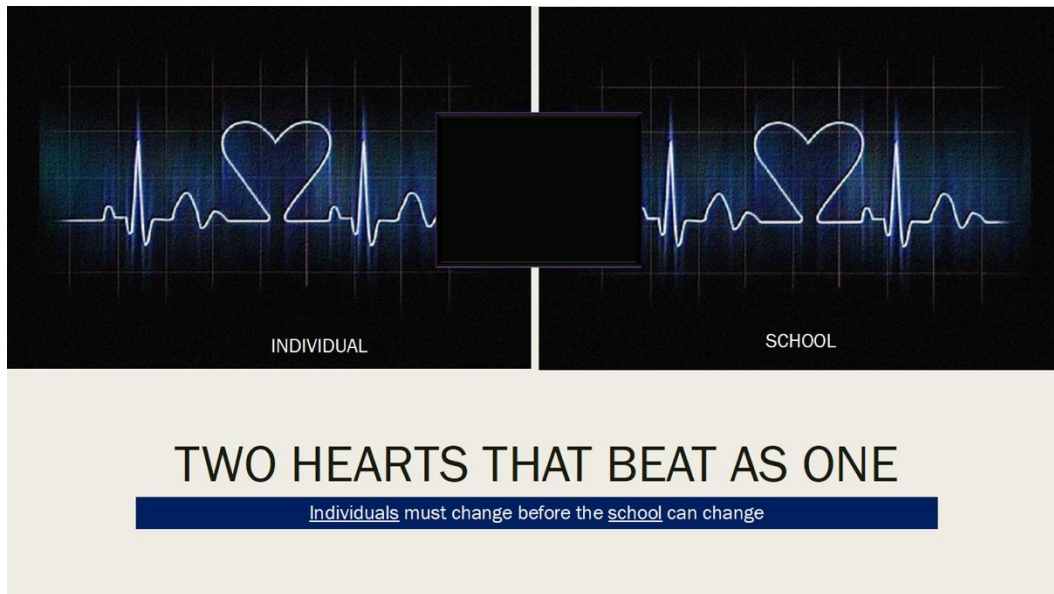
IMPLEMENTATION



INSTITUTIONALIZATION



All change is based on learning, and improvement is based on change



Crossing the Implementation Bridge

Change has an effect on the emotional and behavioral dimensions of humans

Six Strategies for Change

Talking Points and Questions

Strategy 1: Creating a Shared Vision of the Change

A shared mental image of the future as a result of successful implementation of the innovation

Questions:

- Ideally, what do we want our innovation to look like once it has been fully implemented?
- How do we ensure that the vision is a shared vision?
- What are some effective strategies for communicating the vision to others?

Strategy 2: Planning and Identifying Resources Necessary for the Change

The roadmap for change, and the time, tools, and staff needed to implement the innovation

Questions:

- What new roles need to be created (or existing ones realigned)?
- What time, tools, and staff will be needed for ongoing planning, professional development, and collaboration?
- How do we ensure that our plan remains up to date?
- How will we know that our plan has been implemented and is having the desired impact?

Strategy 3: Investing in Professional Development/Professional Learning

Provides implementers with what they need to know and be able to do, and provides evidence of implementation and impact

Questions:

- What professional learning does the staff need?
- How do we design and provide professional learning to meet the needs of staff throughout the process of implementation?
- What professional learning do our leaders and facilitators need to support implementation?
- How do we know that the professional learning was effective?

MAKING THE LEAP

FEATURING
YOU



People are more willing to change when they understand how an innovation enhances their work



1. Why is it necessary to be strategic about implementing change?



2. How will you incorporate beliefs about change that instill moral imperatives into organizational practices?



3. In what ways do you anticipate supporting teachers as they navigate turbulent waters across the implementation bridge?



4. What does a process of change look like in your building?

ESSENTIAL QUESTIONS

A change leader's role is to facilitate conversations that invite others to own the desired change

IT'S GAME TIME!

Kahoot!

Six Beliefs About Change



Player vs Player
1:1 Devices

Classic



Team vs Team
Shared Devices

Team mode

CREATING AN INITIAL PLAN



KEEP
CALM
AND
WORK
SMART

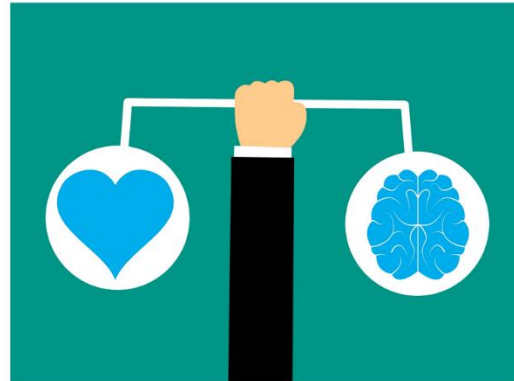


LEVERAGING CHANGE THROUGH PURPOSE AND POWER

Session Two

Structural and Relational
Conditions for Change;
Assessing Readiness

October 1, 2020
4:00 pm



Gail Letterlough Powers
Johns Hopkins University
Fall 2020

WARM UP

Coping Skills Bingo

Go for a walk	read	walk away	talk to a friend	10 deep breaths
exercise	yoga	paint	eat healthy	music
friends	watch a movie	FREE SPACE	sing	stress ball
draw	write a story or poem	get help	play a game	sleep
do something kind	play outside	pop bubble wrap	talk to someone	do something different

myfreebingocards.com

BINGO

MY FREE

Bingo

CARDS



WELCOME BACK!

NORMS

- Be Prepared
- Be Open
- Be Present



AGENDA

By the end of today's session, participants will...

- Describe a selected set of contextual factors for successfully introducing change

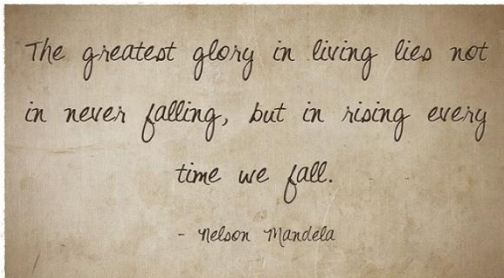


EAGLES



THE PUSH

SOMETIMES WE NEED IT



ENCOURAGEMENT

SOMETIMES WE NEED TO GIVE IT



WISDOM

...often the greatest gift we offer because it changes lives forever.

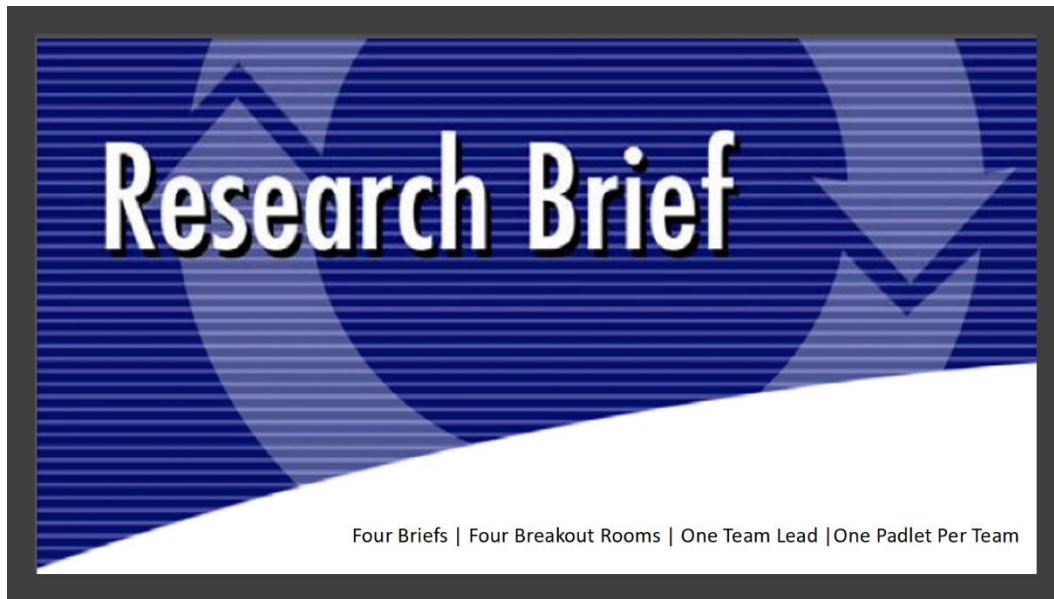
Academic Emphasis of
Schools

Faculty Trust in Parents
and Students

Academic Optimism

Collective Efficacy

Factors Influencing Staff



BIG Ideas



SESSION THREE

ARTICULATING THE NEED FOR PRECISION

Leveraging Change Through Purpose and Power

Gail Letterlough Powers
Johns Hopkins University
Fall 2020



WELCOME BACK!

NORMS

- Be Prepared
- Be Open
- Be Present



AGENDA

By the end of today's session, participants will...

- Understand why precision is important during the implementation phase of a change process
- Understand the dimensions of readiness



PRECISION (noun). Accuracy; exactness





How can I use precision to implement change?

Why must I use precision to implement change?

When will I use precision to implement change?

BEHAVIOR	EARLY SUPPORT

MAKING THE
CONNECTION

CHANGE READINESS



RELEVANCE
AND
MEANING

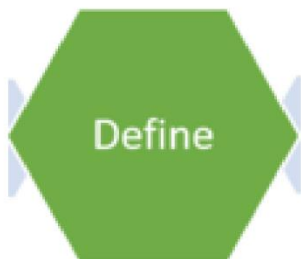
CONSENSUS and OWNERSHIP

ENGAGE YOUR STAFF SO THEY OWN THE DESIRED CHANGE



SCOPE AND CULTURE

- Range of view
- Impact on culture, mindsets, and behaviors





STRUCTURE
AND
COHERENCE

FOCUS, ATTENTION, AND LETTING GO

Assess based on DATA, then
selectively abandon habits
that do not add value, thus
creating room for the change



BAAMBOOZLE



Team 1: 0		Team 2: 0	
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

QUESTIONS

NEXT SESSION



CONSIDERING THE COMPELLING
CASE FOR CHANGE



10.22.20
4:00 pm – 5:30 pm

Considering the Compelling Case for Change

Leveraging Change Through Purpose and Power
Session Four

Gail Letterlough Powers
Johns Hopkins University
Fall 2020

Ice Breaker








NORMS


- Be Prepared
- Be Open
- Be Present

AGENDA

By the end of today's session, participants will...

- Identify and define the two major structures of an innovation configuration map
- Explain the concept of the Stages of Concern






All change is based on learning, and improvement is based on change.



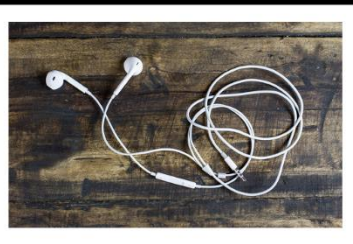

Science Program Innovation Configuration Map

Component 1: The teacher groups students for learning.				
Assigns students to groups that change over time based on instructional objectives and students' ability.	(b) Assigns students to small permanent groups for lab assignments and other group work.	(c) Assigns students to groups during lab activities only.	(d) Assigns students to groups during class activities only.	(e) Assigns students to groups during all activities.
Component 2: The teacher emphasizes science process and program content.				
Emphasizes science process and program content equally.	(b) Emphasizes the science program content exclusively.	(c) Emphasizes the science process exclusively.	(d) Emphasizes science recall and memorization of facts from a variety of sources.	(e) Emphasizes science recall and memorization of facts from previous textbooks.



Structures of an Innovation Configuration Map

- Components
- Variations

Remember, change is personal; people will process the journey with their own feelings, reactions, and attitudes and a continuum of behaviors

WORD PICTURES



COMPONENTS: MAJOR FEATURES OF AN INNOVATION

(e.g., Materials usage, teacher behavior, and student activities)

VARIATIONS: DIFFERENT WAYS THE COMPONENTS CAN BE OPERATIONALIZED

(e.g., Materials=program materials, teacher-made materials, commercial textbook,...
Grouping=heterogeneous grouping, individualization,...)

IC Map for the New Math Program

Teacher _____

Component 1: Selects Objectives

(1)	(2)	(3)	(4)
Selects objectives, in sequence from the district list, and may add objectives to address the needs of particular students.	Identifies objectives from other published documents that cover the district list.	Refers to other sources for objectives not related to the district list.	

Component 2: Uses Materials

(1)	(2)	(3)	(4)
Uses Heatherton textbook, district supplemental materials, and adds other items to increase student interest and mastery.	Stays strictly within the Heatherton textbook.	Uses other materials collected from teaching experience.	Engages randomly with no systematic set of materials.

Component 3: Engages Students in Learning

(1)	(2)	(3)	(4)
Encourages students to engage in a variety of learning strategies to meet the particular objective and specific students' needs.	Learns heavily on lecture and text assignments, with students self-checking their work.	Maintains careful daily attention to the scope and sequence of the program in order to cover the materials and objectives.	

Component 4: Assesses Progress

(1)	(2)	(3)	(4)
Observes students' daily work, provides weekly tests as benchmarks, and uses district assessments for final evidence of mastery.	Uses the Heatherton test's end-of-chapter tests routinely, and occasionally employs the district mastery test.	Relies on classroom observation of students' work and on teacher-constructed tests.	Employs no regular or systematic assessments.

Component 5: Identifies Next Steps

(1)	(2)	(3)	(4)
Moves students who have mastered current objective to the next objective, and reteaches—using new material—those who have	Moves all students along to the next objective in order to cover the program and/or the textbook.		

Component 1

Selects Objectives

Variation 1.1

Sequenced from the district list

Variation 1.2

Objectives from other documents

Variation 1.3

Refers to other sources

IMPLEMENTATION BRIDGE STAGES OF CONCERN DIMENSIONS



Implementing a change has greater success when it is guided through social interaction

GROWING CONCERNS



	Stages of Concern	Expressions of Concern
IMPACT	Stage 6: Refocusing	I have some ideas about something that would work even better.
	Stage 5: Collaboration	I am concerned about relating what I am doing with what my coworkers are doing.
	Stage 4: Consequence	How is my use affecting clients?
TASK	Stage 3: Management	I seem to be spending all of my time getting materials ready.
SELF	Stage 2: Personal	How will using it affect me?
	Stage 1: Informational	I would like to know more about it.
UNRELATED	Stage 0: Unconcerned	I am not concerned about it.



Three KEY ELEMENTS OF MOTIVATION

- **AUTONOMY** - Individuals want control over their work
- **MASTERY** - Individuals want to improve at what they do
- **PURPOSE** - Individuals want to be part of something bigger than they are

(Pink, 2010)

HOW TO BOOST PRODUCTIVITY:
AUTONOMY,
MASTERY
& PURPOSE





Questions are the path to learning



Post Assessment
Custom Link

Final Session
Leveraging Change Through Purpose and Power

Focus Group
10.29.20

<https://sedl.org/concerns/index.cgi?sc=w3b3v8>

Appendix J: Program Evaluation

Leveraging Change Through Purpose and Power- Professional Development Evaluation Form

Please use this form to evaluate the CBAM Professional Development Series. Response choices use a Likert Scale ranging from 1- 5 (1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree).

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

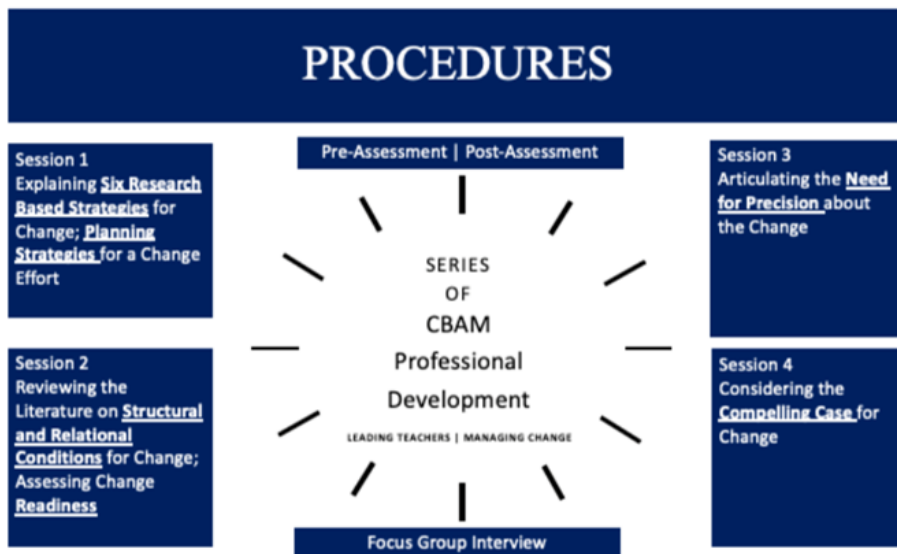
Check each session of the CBAM Professional Development you attended. *

- ☐ Introduction/Informed Consent Session
- ☐ Session One - Six Research Based Strategies and a Plan
- ☐ Session Two - Structural and Relational Conditions, Assessing Readiness
- ☐ Session Three - Articulating the Need for Precision
- ☐ Session Four - Considering the Compelling Case for Change
- ☐ Focus Group Interview Session
- ☐ Did not attend any sessions

Review the Adherence to Procedures image below, then answer the following question. Did the presenter adhere to the procedures as outlined in the Introduction Session? *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adherence to Procedures



Was the presenter prepared and ready to facilitate each session? *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...

Did the presenter use relevant examples to support content during the sessions? *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did the presenter exhibit the capacity to respond to questions and communicate clearly? *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did the CBAM professional development series provide useful information? *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Will you use the information in this training in your day-to-day work. If so, what particular concepts were most useful? *

Long answer text

What additional comments do you have that would improve the presenter's quality of delivery?

Long answer text


Appendix K: Professional Development Registration Links



Leveraging Change Through Purpose and Power - 9/3/2020

- > Time: 3:30-5:30pm
- > Location: Zoom
- > Presenter(s): Gail Powers
- > CEU Credits: 0.2
- > Primary Audience: Administrators
- > Description: Change is a very personal and complex experience that often leaves school administrators wondering why attempts to implement new innovations are stopped short of success. Engage in this study and professional development to explore how leading teachers and managing change can equip leaders with strategies that address emotional responses to new initiatives. Leveraging Change Through Purpose and Power is a series of professional development. Sessions begin on August 27 and meet one afternoon per week for four weeks. Some participants will be invited to participate in a focus group after the final PD session.
- > VCS INSTRUCTIONAL MODEL: Modern Curriculum + Learner-Centered Culture + Modern Learning Environment + Authentic Experiences


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Leveraging Change Through Purpose and Power - 9/24/2020

- > Time: 4:00-5:30pm
- > Location: Any
- > Presenter(s): Gail Powers
- > CEU Credits: 0.15
- > Primary Audience: Administrators
- > Description: Structural and Relational Conditions for Change. Invitation Only.
- > VCS INSTRUCTIONAL MODEL: Modern Learning Environment + Modern Curriculum + Learner-Centered Culture + Authentic Experiences


[By Invitation Only](#)



Leveraging Change Through Purpose and Power - 10/15/2020

- > Time: 4:00-5:30pm
- > Location: Any
- > Presenter(s): Gail Powers
- > CEU Credits: 0.15
- > Primary Audience: Administrators
- > Description: Articulating the Need for Precision. Invitation Only.
- > VCS INSTRUCTIONAL MODEL: Modern Learning Environment + Modern Curriculum + Learner-Centered Culture + Authentic Experiences

[By Invitation Only](#)



Leveraging Change Through Purpose and Power - 10/22/2020

- > Time: 4:00-5:30pm
- > Location: Any
- > Presenter(s): Gail Powers
- > CEU Credits: 0.15
- > Primary Audience: Assistant Principals
- > Description: Considering the Compelling Case for Change. Invitation Only.
- > VCS INSTRUCTIONAL MODEL: Modern Learning Environment + Modern Curriculum + Learner-Centered Culture + Authentic Experiences

[By Invitation Only](#)